DOCUMENT RESUME

ED 321 506 EC 231 827

TITLE	Prereferral Interventions for Students with Learning and Behavior Problems. Super Search Reprint No. C574.
INSTITUTION	Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Dec 89
CONTRACT	RI88062007
NOTE	82p.
AVAILABLE FROM	Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 (Publication No. C574, $22.50 nonmembers; $18.00 members).
PUB TYPE	Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131) -- Reports - Research/Technical (143)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Behavior Problems; *Diagnostic Teaching; Educational Practices; Elementary Secondary Education; *Intervention; *Learning Problems; Models; National Surveys; *Referral; *Student Placement
IDENTIFIERS	*Prereferral Intervention

ABSTRACT

Seventy-seven references from the ERIC (Educational Resources Information Center) database and the Exceptional Child Education Resources database are presented, on the topic of prereferral interventions for students with learning and behavior problems. References are arranged by database and then alphabetically by author. Information for each reference includes bibliographic data, indexing data, and an abstract when available. In addition to the references, the texts of four background publications are offered. These publications include: (1) an abstract from the Research and Resources on Special Education series, titled "Prereferral Intervention: Using Mainstream Assistance Teams To Accommodate Difficult-To-Teach Students in General Education"; (2) "Implementing a Prereferral Intervention System: Part I. The Model," (1985) by Janet Graden and others; (3) "Implementing a Prereferral Intervention System: Part II. The Data" (1985) by Janet Graden and others; and (4) "Survey on Prereferral Practices: Responses from State Departments of Education," (1989) by Jane Carter and George Sugai. Articles 2-4 are reprints from the journal "Exceptional Children." (JDD)

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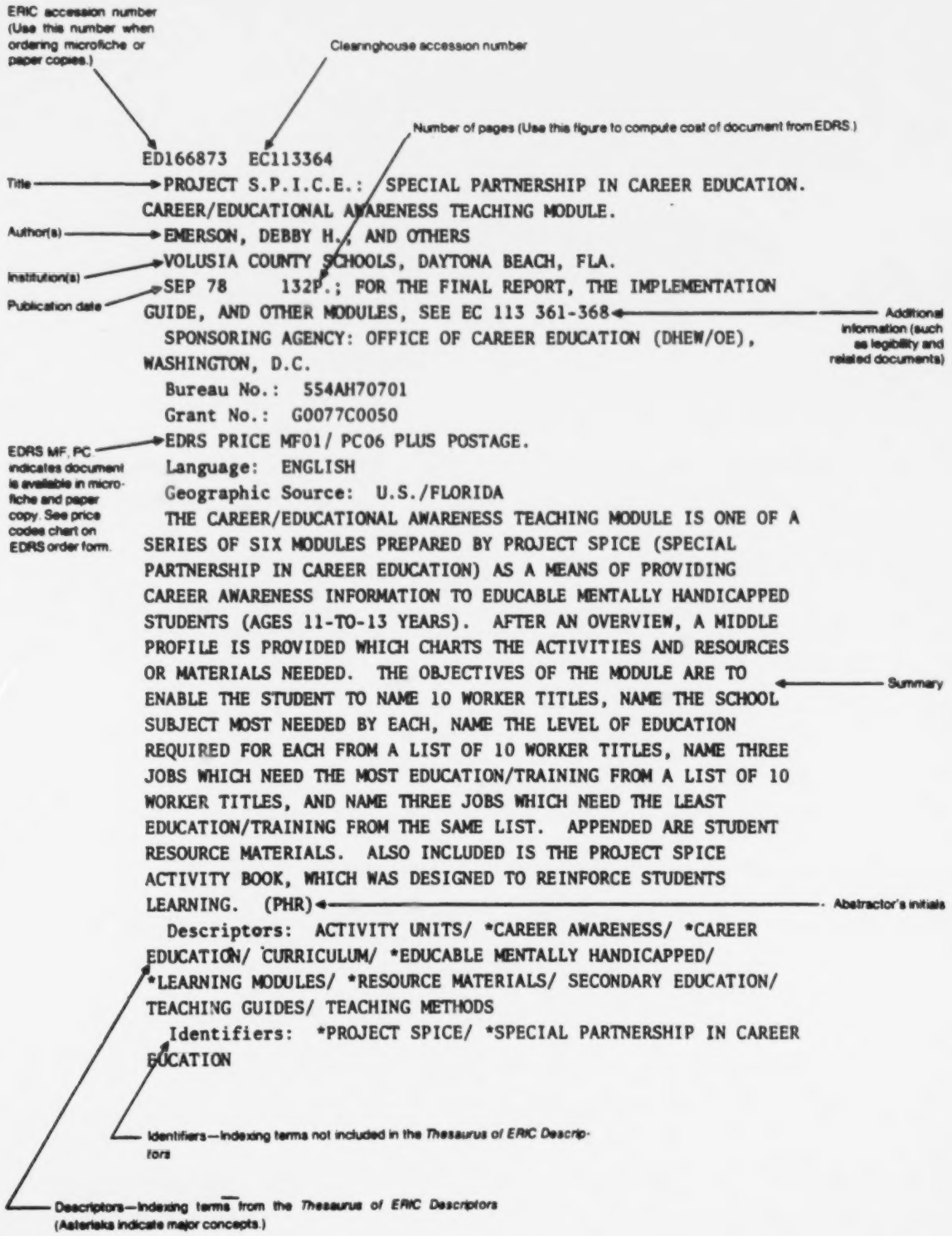
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Author(s)
EMERSON, DEBBY H., AND OTHERS
Institution(s)
VOLUSIA COUNTY SCHOOLS, DAYTONA BEACH, FLA.
Publication date
SEP 78 132P.; FOR THE FINAL REPORT, THE IMPLEMENTATION GUIDE, AND OTHER MODULES, SEE EC 113 361-368
Additional information (such as legibility and related documents)
SPONSORING AGENCY: OFFICE OF CAREER EDUCATION (DHEW/OE), WASHINGTON, D.C.
Bureau No.: 554AH70701
Grant No.: G0077C0050
EDRS MF, PC indicates document is available in microfiche and paper copy. See price codes chart on EDRS order form.
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Language: ENGLISH
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Summary
Abstractor's initials
Descriptors: ACTIVITY UNITS/ *CAREER AWARENESS/ *CAREER EDUCATION/ CURRICULUM/ *EDUCABLE MENTALLY HANDICAPPED/ *LEARNING MODULES/ *RESOURCE MATERIALS/ SECONDARY EDUCATION/ TEACHING GUIDES/ TEACHING METHODS
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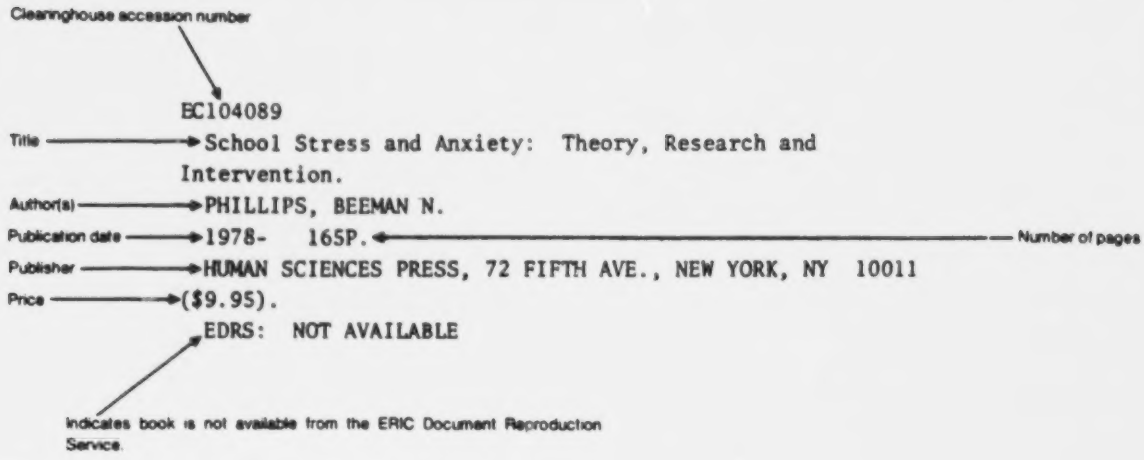

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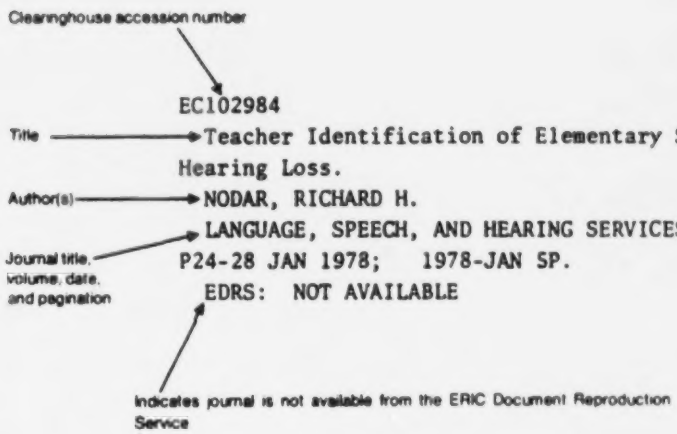
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ECER Source Journal Index

CEC regularly receives more than 200 journals that are scanned for material concerning exceptional children. Articles selected on the basis of established criteria are abstracted and indexed for EXCEPTIONAL CHILD EDUCATION RESOURCES (ECER). Some of these articles are indexed and submitted for announcement in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), an Educational Resources Information Center (ERIC) publication. The following list is of journals from which articles were abstracted (current, October 1989).

****Academic Therapy**, Pro-ed Journals, 8700 Shoal Creek Blvd., Austin TX 78758-6897

***ACEHI Journal**, University of Alberta, Dept. of Educ. Psychology, 6-102 Education North, Edmonton, Alberta, T6G 2G5 Canada

****American Annals of the Deaf**, 814 Thayer Ave., Silver Spring, MD 20910

American Education, Superintendent of Documents, U.S. Government Printing Office, Washington DC 20402

American Journal of Art Therapy, Vermont College of Norwich University, Montpelier VT 05602

***American Journal of Occupational Therapy**, 6000 Executive Boulevard, Suit 200, Rockville MD 20852

****American Journal on Mental Retardation**, 1719 Kalorama Rd., NW, Washington DC 20009

American Rehabilitation, Superintendent of Documents, U.S.G.P.O., Washington DC 20402

****Analysis and Intervention in Developmental Disabilities**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523 (Incorporated in **Research in Developmental Disabilities**)

****Annals of Dyslexia**, The Orton Dyslexia Society, 724 York Rd., Baltimore MD 21204 (Formerly Bulletin of the Orton Society)

Archives of Disease in Childhood, B.M.A. House, Tavistock Sq., London WC1H 9JR England

Art Therapy, The American Art Therapy Association, Inc., 5999 Stevenson Ave., Alexandria VA 22304

Arts in Psychotherapy, Ankho International, Inc., 7374 Highbridge Terrace, Fayetteville NY 13066

***ASHA**, American Speech and Hearing Association Journal, 10801 Rockville Pike, Rockville MD 20852

Assignment Children (Les Connets de L'Enfance), UNICEF, Palais Wilson, C.P. 11, 1211, Geneve 4, Suisse

Augmentative and Alternative Communication (AAC), Williams & Wilkins, 428 E. Preston St., Baltimore MD 21202

Australasian Journal of Special Education, Business Mgr., 3 Ocean View Crescent, Mt. Osmond, S. Australia 5064

****Australia and New Zealand Journal of Developmental Disabilities**, P.O. Box 255, Carlton, South Victoria 3053, Australia, F.W. Faxon Co., Inc., 15 Southwest Park, Westwood MA 02090

Australian Journal of Remedial Education, 319 High St., Kew 131, Australia

***B.C. Journal of Special Education**, Special Education Association, British Columbia, 2031 Long St., Kelowna BC V1Y 6K6, Canada

Behavior in our Schools, Buena Vista College, Fourth & College Sts., Storm Lake, IA 50588

***Behavior Modification**, Sage Publications, 2111 W. Hillcrest Drive, Newbury Park, CA 91320

****Behavioral Disorders**, Council for Children with Behavior Disorders, Indiana University, 2805 E. 10th St., Bloomington IN 47401

Behaviour Problems Bulletin, Victoria College-Burwood Campus, 221 Burwood Highway, Burwood, Victoria 3125 Australia

British Journal of Physical Education, Ling House, 162 King's Cross Road, London WC1X 9DH England

****British Journal of Special Education** (formerly **Special Education Forward Trends**), National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

British Journal of Visual Impairment, c/o South Regional Assn. for the Blind, 55 Eton Ave., London NW3, England 3ET

Bulletin of the Tokyo Metropolitan Rehabilitation Center for the Physically & Mentally Handicapped, 43 Toyama-cho, Shinjuku-ku, Tokyo, Japan

***Canadian Journal for Exceptional Children**, Publication Services, 4-116 Education North, Faculty of Education, University of Alberta, Alberta, Canada T6G 2G5

****Canadian Journal of Special Education**, University of British Columbia, 2125 Main Hall, Vancouver B.C. Canada V6T 1Z5

****Career Development for Exceptional Individuals**, Division on Career Development, Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington IN 47401

Challenge: Reaching & Teaching the Gifted Child, Box 299, Carthage IL 62321-0299

***Child Abuse and Neglect, The International Journal**, Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford NY 10523

***Child and Family Behavior Therapy**, Haworth Press, 149 Fifth Ave., New York NY 10010

Child & Youth Services, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

***Child: Care, Health and Development**, Blackwell Scientific Publications, Ltd., Osney Mead, Oxford OX20EL England

****Child Care Quarterly**, Human Sciences Press, 72 Fifth Ave., New York NY 10011

Child Psychiatry and Human Development, Human Sciences Press, 72 Fifth Ave., New York, NY 10011

****Child Welfare**, 67 Irving Place, New York NY 10003

Children & Youth Services Review, Pergamon Press, Fairview Park, Elmsford NY 10523

Children's Health Care, Association for the Care of Children's Health, 3615 Wisconsin Ave., NW, Washington DC 20016

Children's Legal Rights Journal, William S. Heen & Co., Inc., 1285 Main St., Buffalo NY 14209

The Clinical Neuropsychologist, SWETS, North America, Inc., Box 517, Berwyn PA 19312

Creative Child & Adult Quarterly, 8080 Springvalley Dr., Cincinnati OH 45236

Creativity Research Journal, 320 South Stanford St., La Habra CA 90631

Deaf American, 5125 Radnor Road, Indianapolis IN 46226

***Developmental Medicine and Child Neurology**, J.B. Lippincott Co., East Washington Sq., Philadelphia PA 19105

****Diagnostique**, Bulletin of the Council for Educational Diagnostic Services, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

Directive Teacher, The Ohio State University, 356 ARPs Hall, 1945 N. High St., Columbus OH 43210

Disability, Handicap and Society, Carfax Publishing Co., 85 Ash St., Hopkinton MA 01748

Disabled U.S.A., President's Committee on Employment of the Handicapped, Washington DC 20210

Early Years, Allen Raymond Inc., Hale Lane, Darien CT 06820

****Education and Training in Mental Retardation**, 1920 Association Drive, Reston VA 22091

***Education and Treatment of Children**, Clinical Psychology Publishing Co., Inc., 4 Conant Square, Brandon, VT 05733

Education of the Visually Handicapped, see **RE:view**

Entourage, G. Allen Roehr Institute, Kinsmen Bldg., York University Campus, 4700 Keele St., Downview, Ontario M3J 1P3

***European Journal of Special Needs Education**, NFER-Nelson, Darville House, 2 Oxford Road East, Windsor, SL4 1DF, United Kingdom

The Exceptional Child, see **International Journal of Disability, Development, and Education**

****Exceptional Children**, 1920 Association Drive, Reston VA 22091

****Exceptional Parent**, 1170 Commonwealth Ave., 3rd Floor, Boston MA 02134

****Focus on Exceptional Children**, Love Publishing Co., 1777 S. Bellaire St., Denver, CO 80222

Gallaudet Today, Office of Alumni & Public Relations, Kendall Green NW, Washington DC 20002

****Gifted Child Quarterly**, National Assn. of Gifted Children, 4175 Lovell Rd., Box 30-Ste. 140, Circle Pines, MN 55014

****The Gifted Child Today (GCT)**, P.O. Box 637, Holmes PA 19043

***Gifted Education International**, AB Academic Publishers, P.O. Box 97, Berkhamsted, Herts HP4 2PX, England

Gifted International, Trillium Press, P.O. Box 209, Monroe, NY 10950

*__Infants and Young Children__, Aspen Publishers, Inc., 1600 Research Blvd., Rockville MD 20850

Interaction, AAMR, The National Assn. on Intellectual Disability, National Office, GPO Box 647, Canberra Act 2601, Australia

*__International Journal of Disability, Development, and Education__, (formerly **The Exceptional Child**), Serials Section, Main Library, University of Queensland, St. Lucia, Brisbane 4067, Australia

*__International Journal of Rehabilitation Research__, Hans-Bunte-STR-18, D-6900 Heidelberg 1, Federal Republic of Germany

**__International Journal of Special Education__, University of British Columbia, Vancouver BC V6T 1W5 Canada

Issues in Law and Medicine, P.O. Box 1586, Terre Haute IN 47808-1586

The Japanese Journal of Special Education, % Institute of Special Education, University of Tsukuba, Sakwa-Mura, Nii Hari-Gun, Ibaraki-Ken 305 Japan

**__Journal for the Education of the Gifted__, University of North Carolina Press, P.O. Box 2288, Chapel Hill, NC 27515-2288

*__Journal for Vocational Special Needs Education__, Center for Vocational Personnel Preparation, Reschini House, Indiana University of Pennsylvania, Indiana PA 15705

Journal of Abnormal Child Psychology, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

Journal of Abnormal Psychology, American Psychological Assn., 1200 17th St., NW, Washington DC 20036

***__Journal of Applied Behavior Analysis__, University of Kansas, Lawrence KS 66044

*__Journal of Applied Rehabilitation Counseling__, National Rehabilitation Counseling Association, 1522 K St. N.W., Washington DC 20005

Journal of Autism & Childhood Schizophrenia (See **Journal of Autism & Developmental Disorders**)

*__Journal of Autism & Developmental Disorders__, Plenum Publishing Corp., 227 W. 17th Street, New York NY 10011

*__Journal of Childhood Communication Disorders__, Bulletin of the Division for Children with Communication Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

Journal of Clinical & Experimental Neuropsychology, SWETS North America, Inc., Box 517, Berwyn PA 19312

Journal of Clinical Child Psychology, American Psychological Assn., Child Study Center, 1100 NE 13th St., Oklahoma City, OK 73117

*__Journal of Communication Disorders__, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York NY 10014

**__Journal of Creative Behavior__, Creative Education Foundation, Inc., 437 Franklin St., Buffalo, NY 14202

*__Journal of Early Intervention__ (formerly **Journal of the Division for Early Childhood,**), The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091

Journal of General Psychology, Journal Press, 2 Commercial St., Provincetown MA 02567

Journal of Genetic Psychology, Journal Press, 2 Commercial St., Provincetown MA 02657

*__Journal of Head Trauma Rehabilitation__, Aspen Publishers, Inc., 7201 McKinney Circle, Frederick MD 21701

**__Journal of Learning Disabilities__, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

Journal of Music Therapy, Box 610, Lawrence KS 66044

Journal of Pediatric Psychology, Plenum Publishing Corp., 227 W. 17th St., New York, NY 10011

Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis MO 63141

**__Journal of Reading, Writing, & Learning Disabilities, International__, Hemisphere Publishing Corporation, 79 Madison Ave., New York NY 10016-7892

Journal of Rehabilitation, National Rehabilitation Assn., 633 S. Washington St., Alexandria VA 22134-4193

*__Journal of Special Education__, Pro-Ed, 5341 Industrial Oaks Blvd., Austin, TX 78735-8809

**__Journal of Special Education Technology__, Peabody College, Box 328, Vanderbilt University, Nashville TN 37203

**__Journal of Speech & Hearing Disorders__, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

**__Journal of Speech & Hearing Research__, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

Journal of the Academy of Rehabilitative Audiology, JARA, Communicative Disorders, Communication Arts Center 229, University of Northern Iowa, Cedar Falls IA 50614

Journal of the American Academy of Child Psychiatry, 92 A Yale Station, New Haven, CT 06520

Journal of the American Deafness and Rehabilitation Association, 814 Thayer Avenue, Silver Spring MD 20910

__Journal of the Association for Persons with Severe Handicaps__ (JASH) (formerly **AAESPH Review), 7010 Roosevelt Way, N.E., Seattle WA 98115

*__Journal of the Division for Early Childhood__, see **Journal of Early Intervention**

__Journal of Visual Impairment and Blindness__ (formerly **New Outlook for the Blind), American Foundation for the Blind, 15 W. 16th St., New York NY 10011

Kappa Delta Pi Record, 343 Armory Bldg., University of Illinois, Chicago, IL 61820

**__Language Speech & Hearing Services in Schools__, American Speech and Hearing Assn., 10801 Rockville Pike, Rockville MD 20852

*__Learning Disabilities Focus__, The Council for Exceptional Children, 1920 Association Dr., Reston VA 22091

*__Learning Disabilities Research__, Division of Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091

**__Learning Disability Quarterly__, Council for Learning Disabilities, P.O. Box 40303, Overland Pk KS 66204

**__Mental Retardation__, 1719 Kalorama Rd. NW, Washington DC 20009

Mental Retardation and Learning Disability Bulletin, Faculty of Education, 4-116 Education North, University of Alberta, Edmonton, Canda T6G 2G5

Mental Retardation Systems, % Training & Evaluation Service, Waukegan Developmental Center, Dugdale Circle, Waukegan IL 60085

Milieu Therapy, Avalon Center Schools, Old Stockbridge Road, Lenox MA 01240

*__Music Educators Journal__, Music Educators Assoc., 1902 Association Dr., Reston VA 22091

Narem Journal, Curriculum Development Center, Ministry of Education, Kuala Lumpur, Malaysia

Occupational Therapy in Health Care, The Haworth Press, Inc., 28 E. 22nd St., New York NY 10010

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Pediatrics, PO Box 1034, Evanston IL 60204

**__Perspectives for Teachers of the Hearing Impaired__, Gallaudet University, Precollege Programs, 800 Florida Ave. N.E., Washington DC 20002

Physical Therapy, 1156 15th Street NW, Washington DC 20005

*__Pointer__, Heldref Publications, 4000 Albemarle St. NW, Suite 302, Washington DC 20016

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto, Ontario M5E 1E8, Canada

Rehabilitation World, RIUSA 1123 Broadway, New York NY 10010

__Remedial and Special Education (RASE)__, PRO-ED, 5341 Industrial Oaks Blvd., Austin TX 78735 (Incorporating **Exceptional Education Quarterly, **Journal for Special Educators**, and **Topics in Learning and Learning Disabilities**)

*__Research in Developmental Disabilities__ (combines **Analysis & Intervention in Developmental Disabilities** and **Applied Research in Mental Retardation**), Pergamon Press, Fairview Park, Elmsford, NY 10523

Residential Treatment for Children and Youth, The Haworth Press, Inc., 75 Griswold St., Binghamton NY 13904

__Re:view__ (formerly **Education of the Visually Handicapped), Heldref Publications, 4000 Albemarle St., N.W., Washington DC 20016

**__Roeper Review__, Roeper City & Country School, 2190 N. Woodward Avenue, Bloomfield Hills MI 48013

School Media Quarterly, American Association of School Librarians, 50 E. Huron St., Chicago IL 60611

*__School Psychology Review__, 300 Education Bldg., Kent State University, Kent OH 44242

Sharing Our Caring, Caring, P.O. Box 400, Milton WA 98354

Slow Learning Child, See **Exceptional Child**

**__Social Work__, 49 Sheridan Avenue, Albany NY 12210

Special Education: Forward Trends, see **British Journal of Special Education**

Special Education in Canada, see **Canadian Journal for Exceptional Children**

****Special Services in the Schools**, The Haworth Press, Inc., 12 West 32nd St., New York NY 10117-0200

Support for Learning, Longman Group, Subscriptions Dept., Fourth Ave., Harlow, Essex CM19 5AA England

Teacher of the Deaf, 50 Topsham Road Exeter EX24NF, England

***Teacher Education and Special Education**, Special Press, Suite 2107, 11230 West Ave., San Antonio TX 78213

***TEACHING Exceptional Children**, 1920 Association Drive, Reston VA 22091

Techniques, CPPC Techniques, 4 Conant Square, Brandon, VT 05733

***Topics in Early Childhood Special Education**, Pro-Ed, 5341 Industrial Oaks Blvd., Austin TX 78735

***Topics in Language Disorders**, Aspen Systems Corporation, 16792 Oakmont Ave., Gaithersburg MD 20877

The Tower Review, College of Education, Central State University, Edmond OK 73034-0120

Training Quarterly on Developmental Disabilities (formerly **Training Quarterly on Mental Retardation**), Temple University Woodhaven Center, 2900 Southampton Rd., Philadelphia PA 19154

***Volta Review**, 3417 Volta Place NW, Washington DC 20007

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ERIC/OSEP SPECIAL PROJECT ON INTERAGENCY INFORMATION DISSEMINATION

RESEARCH & RESOURCES ON SPECIAL EDUCATION

ABSTRACT 24
SEPTEMBER 1989

PREREFERRAL INTERVENTION: USING MAINSTREAM ASSISTANCE TEAMS TO ACCOMMODATE DIFFICULT-TO-TEACH STUDENTS IN GENERAL EDUCATION

Inaccurate referrals to and placements in special education are costly to school districts, disruptive to school programs, and cause unnecessary separation and stigmatization of pupils. Research evidence indicates that general education teachers, who make most of the referrals to special education, can be arbitrary in their referrals and typically make few, if any, modifications to instruction prior to making referrals.

Prereferral interventions are procedures designed to enhance classroom teachers' ability to manage and instruct difficult-to-teach pupils. Such interventions provide immediate assistance to both pupil and teacher and reduce the likelihood of inappropriate referrals to special education. In addition, they reflect the least restrictive environment doctrine of Public Law 94–142 (The Education for All Handicapped Children Act).

Mainstream Assistance Teams to Accommodate Difficult to Teach Students in General Education, by Douglas Fuchs and Lynn S. Fuchs, and *Prereferral Intervention Through Teacher Consultation: Mainstream Assistance Teams*, by Douglas Fuchs, Lynn Fuchs, and others, are two reports of a project that investigated one prereferral intervention approach.

The project, called Mainstream Assistance Teams (MATs), is based on Behavioral Consultation, a problem-solving approach to designing, implementing, and evaluating an intervention. This approach involves the consultant, teacher, and student in changing behaviors that interfere with learning. The process was applied, refined, and evaluated in inner-city elementary and middle schools in the Nashville, Tennessee, area.

SUBJECTS

In Year 1 of the 3-year study, 24 students and their teachers in fifth- and sixth-grade classes in four inner city middle schools in one district served as experimental subjects. An equal number of students and teachers in five matched control schools also participated.

The students were selected by asking each teacher to identify his or her most difficult-to-teach pupil. The students were described as most difficult to teach because of off-task or inattentive behavior, poor academic work, lack of academic skills, poor interpersonal skills, or poor motivation.

In Year 2, a total of 43 fifth- and sixth-grade teachers and their most difficult-to-teach pupils participated. Of these, 31 implemented the MATs, while 12 served as controls. In Year 3, the process was used in 17 elementary schools, and 48 second- through sixth-grade teachers and their most difficult-to-teach students implemented the MATs, while 12 were controls. In the experimental schools, building-based psychologists, elementary guidance counselors, or special educators served as consultants.

METHOD

The MAT model is implemented in four stages. The first, *problem identification*, involves a meeting between the consultant and teacher, who select a target behavior for intervention. Then the consultant observes the student in class on 2 days to validate the seriousness of the problem behavior and establish a baseline frequency.

In the second stage, *intervention planning*, the consultant reports the observation data to the teacher. They formulate an intervention plan and set an overall goal for behavior change. The teacher and student discuss the problem behavior, a corresponding desirable behavior, and the intervention. Interventions involve a monitoring plan and a feedback and reward system.

In the third stage, *implementation*, the teacher and student agree on a goal, expressed as the percentage of time the problem behavior is displayed. The teacher monitors the student's behavior for the first 2 days, then the student self-monitors for 5 days or until the goal is met for 3 consecutive days. At the end of each day, the teacher and student agree on a global rating for the day. The teacher provides verbal feedback and, if the goal is met, provides the reward. At the end of Stage 3, the consultant conducts post-intervention observations.

In the fourth stage, *evaluation*, the teacher and consultant compare pre- and post-intervention observation data to determine whether the overall goal was achieved. If so, a slow fade of intervention procedures is begun. If not, the teacher and consultant either continue or change the goal or the intervention. The consultant conducts another observation.

Several aspects of the model were explored in these studies. These aspects include whether all steps in the process are essential and whether the involvement of the consultant in all stages is necessary; whether student self-monitoring is effective; and whether the process can be transferred to other classes taken by the same student.

To address the first question, equal or near-equal groups of teachers implemented different versions of the process. In version 1, the consultant and teacher worked collaboratively on Stage 1 (problem identification), but the consultant did not help the teacher implement the intervention and no formative evaluation was conducted. In version 2, the teacher worked collaboratively with the consultant during the first two stages, and the consultant made two classroom visits to help with

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implementation. Again, no formative evaluation was conducted. In version 3, teachers and consultants used all four stages of the process.

To test the effectiveness of self-monitoring, half of the students were monitored by their teachers, while the remaining half self-monitored. In Year 3, an additional stage was added to the MATs: transfer to another classroom. A simplified version of self-monitoring was conducted in both the initial classroom and in another of the student's classes. At the end of the school day, the two teachers met to compare the global ratings of the student's behavior. If the student met his or her goal in both classrooms, the reward was given.

RESULTS

In Year 1, teacher rating data suggested that the two more inclusive versions of the MAT (versions 2 and 3) were more effective, but the observation data showed no reliable differences. The absence of between-group differences was attributed to the fact that in Year 1, teachers and consultants devised their own interventions, and there were great differences in the quality of the interventions they developed.

In the second and third years, teachers and consultants selected from a set of interventions designed by the study investigators and their staff. The interventions dramatically reduced the frequency of students' problem behavior and caused most teachers to become more positive toward these pupils. Students in the experimental groups were significantly less likely to be referred for special education than those in the control groups.

Exploration of the self-monitoring technique showed that students were able to effectively monitor their own behavior. In addition, the students' use of the technique in a second classroom showed that it can effectively reduce problem behaviors in multiple settings.

IMPLICATIONS

The MAT approach to prereferral intervention holds promise for reducing the number of referrals to special education and increasing the capabilities of general education teachers to effectively manage and motivate a diverse range of students. The authors have expressed concern that the availability of their staff may have contributed to the success of the technique. A recent study showed that MATs can be used with limited technical assistance. This finding suggests that it may be possible for districts in other areas to effectively implement the process.

Mainstream Assistance Teams to Accommodate Difficult to Teach Students in General Education, Douglas Fuchs and Lynn S. Fuchs, George Peabody College of Vanderbilt University. 42 pp. plus appendices. (Undated). U.S. Department of Education Grant No. G008530158. In J. L. Graden, J. E. Zins, & M. J. Curtis (Eds.), *Alternative Educational Delivery Systems: Enhancing Instructional Options for All Students*, National Association of School Psychologists. (1988). Available for $.85 (microfiche) or $6.00 (hard copy), plus postage, from ERIC Document Reproduction Service, 3900 Wheeler Avenue, Alexandria, VA 22304 (1-800-227-3742). Order number ED 292277.

Prereferral Intervention through Teacher Consultation: Mainstream Assistance Teams, Douglas Fuchs, Lynn Fuchs, Susan Gilman, Peggy Reeder, Michael Bahr, Pamela Fernstrom, and Holley Roberts, George Peabody College of Vanderbilt University. 14 pp. plus appendices. (Undated). U.S. Department of Education Grant No G008530158. EC 212 790; ED number not available.

A guidebook, *Mainstream Assistance Teams: A Handbook on Prereferral Intervention*, is available for $12.00 from the MAT Project, John F. Kennedy Center, Box 40, George Peabody College, Vanderbilt University, Nashville, TN 37203.

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Exceptional Children, Vol. 51, No. 5, pp. 377–384.
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Implementing a Prereferral Intervention System: Part I. The Model

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Abstract: This is the first of two articles on implementing a prereferral intervention model as the first step in the special education services delivery system. A description of the model and rationale for it are provided. In the follow-up article, which will appear in the April issue of Exceptional Children, *implementation of the model and its effects on consultation, testing, and placement practices are described.*

■ Recently, numerous researchers have highlighted significant problems in current assessment, decision making, and special education service delivery practices, particularly in relation to mildly handicapped (e.g., learning disabled and educable mentally retarded) students. It is clear that alternatives to traditional practices must be explored and evaluated. While large numbers of students certainly are exhibiting academic and behavioral difficulties in school, and special education is being asked to serve increasing numbers of these students each year (Algozzine, Ysseldyke, & Christenson, 1983), it is questionable whether special education can and should serve all students affected with learning and behavior problems under the direct services umbrella.

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Current funding patterns will not allow special education to continue serving greater numbers of students each year. Many school districts are now faced with the problem of trying to serve more special education students under constraints of limited resource allocation. The field of special education must meet the challenge by moving in new directions to provide appropriate educational services to all students in the least restrictive educational environment. The trend toward increasing the use of indirect special education services represents a reconceptionalization and reallocation of services that has the potential for reducing or eliminating many of the difficulties in current practice.

The proposed prereferral intervention model reflects this trend toward indirect service. It consists of procedures for problem solving (consultation) and intervention as the first stage in the special education process. Thus, resources traditionally used to test and place large numbers of students are redirected toward providing assistance for students and

their teachers in the regular classroom, where the problems first arise. The goal of the prereferral intervention model is to implement systematically intervention strategies in the regular classroom and to evaluate the effectiveness of these strategies before a student is formally referred for consideration for special education placement. A major goal of the prereferral intervention model is to identify successful interventions to help students remain in the least restrictive environment, the regular classroom. As a consequence, inappropriate referrals and placements in special education will be reduced. Another goal of the model is to aid in making the decision-making process more instructionally relevant and data-based by using data on the effectiveness of interventions as a major component of the decision-making process.

RATIONALE

Current practices in special education can be characterized as inconsistent and problematic at each phase of the assessment and decision-making process—from referral, to testing for identification/classification, to decision-making for an eligibility determination and program planning. In their summary of 5 years of research on the assessment and decision-making process for learning disabled (LD) students, Ysseldyke and his colleagues (Ysseldyke, Thurlow, Graden, Wesson, Algozzine, & Deno, 1983) described the current situation as one in which students are referred in increasing numbers (often for reasons less to do with the student's classroom functioning than with teacher, school system, and other variables) and once referred, tested almost automatically (often with technically inadequate tests); once tested, a large majority of the students are placed in special education (often on the basis of LD-definitional criteria that are inconsistent and inherently problematic).

This description of current practices was derived from several studies demonstrating that: (a) numerous school system variables influenced the decision to refer a student (Christenson, Ysseldyke, & Algozzine, 1982); (b) once referred, there was a high probability that the student would be tested (92% nationally) and subsequently placed in special education (73% nationally) (Algozzine, Christenson, & Ysseldyke, 1982); (c) with an average of 5% of the entire school population being referred each year, the special education population is increasing dramatically, or as Algozzine, Ysseldyke, and Christenson (1983) reported, the "masses are burgeoning"; and (d) the currently used definitional criteria for determining LD eligibility are inadequate in discriminating learning disabled from low-achieving students (Ysseldyke, Algozzine, Shinn, & McGue, 1982), are inconsistent in identifying LD and even "normal" students as handicapped (Algozzine & Ysseldyke, 1981; Epps, Ysseldyke, & Algozzine, 1983; Ysseldyke, Algozzine, & Epps, 1983), are generally problematic (Thurlow, Ysseldyke, & Casey, 1984), and are inconsistently applied by decision-making teams (Ysseldyke, Algozzine, Richey, & Graden, 1982).

From this body of research on the entire referral, assessment, and decision-making process, the researchers concluded that the point of referral was the most important point in the special education process—that the initial decision to refer leads to what Sarason and Doris (1979) have labeled a "search for pathology" and to an almost automatic placement in special education. This conclusion was supported further by a study conducted in a state where students are referred by category of handicapping condition. Foster, Ysseldyke, Casey, & Thurlow (1984) found that 72% of the students referred were placed in special education and that most were placed in the special education category for which they were referred. As an alternative to this traditional model of referral leading to testing leading to placement, the prereferral intervention model is aimed toward providing interventions at this most important point in the process—the point of initial referral.

There are other problems with current special education referral, assessment, and decision-making practices. A major criticism of traditional testing practices is that when a student is tested for special education, the test results often are not instructionally relevant and generally not helpful to teachers (Thurlow & Ysseldyke, 1982). Also, when students are declared ineligible for services, teachers often are left without any useful suggestions, and students often do not receive alternative classroom interventions.

Another major criticism of the traditional model of referring, testing, and labeling stu-

dents as handicapped is that the process typically involves a search for something wrong *within* the student that can be identified, labeled, and "fixed" through special education. This internal attribution model of student learning problems does not recognize the complex factors (e.g., family, school, curriculum, instructional, motivational) affecting student problems (cf. Adelman & Taylor, 1983). Such a view is a disservice both to the child in assuming that the problem resides within him or her and to referring teachers in not giving them enough credit for their ability to work effectively with diverse groups of students if provided needed assistance. In the current system of referring students for testing, teachers typically have attributed student problems to internal student causes and have not made systematic attempts to implement classroom or instructional interventions prior to referral (Christenson, Ysseldyke, Wang, & Algozzine, 1983).

The prereferral intervention system is based on an ecological model of viewing student problems in the context of classroom, teacher, and instructional variables as well as student variables and of attempting appropriate educational interventions that are not focused solely on the child. Further, prereferral intervention is in keeping with the least restrictive doctrine set forth in Public Law 94-142 (the 1975 Education for All Handicapped Children Act). Assessment activities, too, should be planned in a hierarchical fashion from less restrictive to more restrictive. Prereferral intervention is a less restrictive means of gathering data about student performance than is a traditional psychological evaluation. In this model, the concept of "least restrictive assessment" is utilized; data are gathered continually through testing various intervention strategies. If the interventions prove unsuccessful, the child study team will have relevant data on which to base their case study evaluation.

DESCRIPTION OF THE PREREFERRAL INTERVENTION MODEL

Overview

The prereferral intervention model is based on an indirect, consultative model of service delivery in which resources are directed at providing intervention assistance at the point of initial referral. As a consultation model, the prereferral intervention model is based on the principle of prevention. It is focused on preventing inappropriate placements in special education and also on preventing future student problems by increasing the skill and knowledge of regular classroom teachers to intervene effectively with diverse groups of students. The prereferral intervention model assumes the adoption of an ecological perspective of viewing student difficulties in the classroom; thus, the numerous factors that affect student learning and behavior difficulties are assessed, analyzed, and taken into account in intervention planning. Another feature of the consultation model is that of indirect, rather than direct, service to the referred student. The student is helped indirectly through assistance provided to his or her classroom teacher, thereby helping greater numbers of students with existing resources. The prereferral intervention model uses existing school resources (e.g., professionals, time, and money) to teach and intervene rather than to diagnose and place.

The development and implementation of the prereferral intervention system was accomplished through a collaborative effort of the Minnesota Institute for Research on Learning Disabilities (IRLD) and a large suburban school district. The prereferral intervention model was developed from IRLD research, which led to implications for areas for improved practice, and from existing resources in consultation and intervention (e.g., Bergan, 1977; Idol-Maestas, 1983; Meyers, Parsons, & Martin, 1979). Procedures for implementing the model and examples are described in Graden, Casey, and Bonstrom (1983).

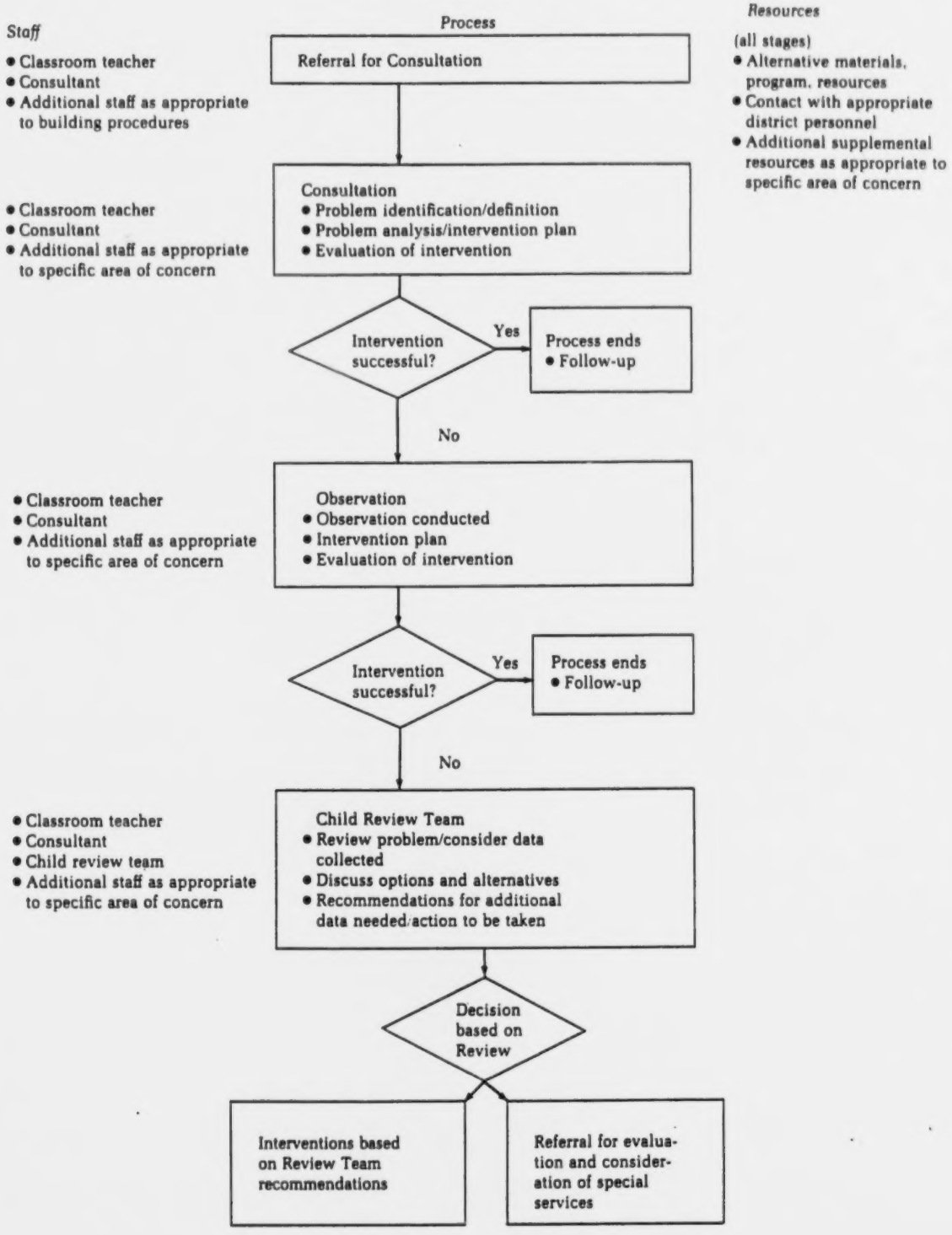
The major components of the prereferral intervention system are encompassed in six stages, four in the "prereferral" process, and two representing the formal referral, assessment, and decision-making process for special education eligibility. The system's first four prereferral stages are represented schematically in Figure 1.

Stages of the Prereferral Intervention Process

Stage 1: Request for consultation.

To initiate the process, the classroom teacher requests consultation (problem-

FIGURE 1
Prereferral Intervention



solving, intervention assistance) from the assigned consultant, who could be the school psychologist, special education teacher, school social worker, or other school person. The referral for consultation process can occur in at least two ways to meet building-level preferences and procedures. In the first approach, the referral for consultation is an informal process in which the referring teacher requests problem-solving assistance from a building consultant (e.g., school psychologist, consulting teacher). In the second, more formal approach, all initial referrals are screened by a building team for group problem solving, and a consultant is then assigned by the team to assist in follow-up consultation. Variations somewhere in between these two approaches also are possible.

Stage 2: Consultation.

Consultation takes place to identify and define the specific area of concern, explore possible interventions, and implement and evaluate the interventions. Based on a modification of Bergan's (1977) behavioral consultation model, the following steps occur:

- A positive, collaborative, shared problem-solving relationship is established between the consultant and teacher.
- The consultant assists the referring teacher to specify in objective, specific, measurable, and behavioral terms the reason(s) for referral.
- Once the problems are specifically identified, priorities are set for action. An assessment is made of the discrepancy between the student's current performance level and the teacher's expected/desired performance level for the student. Relevant classroom variables are analyzed as they affect this discrepancy between actual and desired performance.
- An intervention is designed collaboratively by the referring teacher and consultant, taking into account the analysis of the variables affecting the problem. Intervention plans may include the student, parents, and other school personnel as appropriate.
- Interventions are implemented and evaluated. The process either will end as successful (with provision for follow-up consultation) or will continue for additional suggestions.

Stage 3: Observation.

If the first intervention plan derived from consultation is not successful, the next phase is to collect additional data through detailed observation of the student and specific characteristics of the classroom to assist in further intervention planning. Observation provides objective documentation and additional data for referral problems specified in Stage 2 (consultation) that need further attempts at intervention.

- Designated person (e.g., school psychologist) observes in relevant school settings, noting frequency and duration of behaviors and normative comparisons wth other students to obtain an idea of the extent of the discrepancy of the referred student's behavior/skills from class peers.
- Observer describes: (a) curriculum, tasks, demands; (b) teacher's responses to the student; (c) student's responses; (d) grouping structure and seating arrangements; (e) classmate interactions; and (f) causes and consequences of student behaviors.
- Observer meets with referring teacher to share observation results and for verification/feedback on observations.
- Observer and teacher collaboratively design interventions based on observations; a meeting is held with the student and/or parents to discuss instructional/behavioral changes. Interventions are implemented and evaluated.
- If interventions are successful, process ends with provision for follow-up consultation. Process may continue if more intensive intervention is needed.

Intervention plans, which are the end result of both the consultation and observation stages (Stages 2 and 3), provide data on the effect of alternative instructional and behavioral strategies in attaining a match between the student and the instructional/teaching environment. Intervention plans include the behavior to be changed, the criterion for success, the alternative strategies to be implemented, the roles/responsibilities of those implementing the plan, how data will be collected to monitor progress, and procedures for evaluation.

Stage 4: Conference.

A conference is held with a "Child Review Team" to share information and make a decision. This team could also be called a resource team, teacher assistance team, etc., to reflect that it is a shared-problem-solving team as opposed to a formal, special education decision-making team. The team might include various school resource people, but it is important to have regular education teachers as resources to their fellow classroom teachers and to broaden the special education focus typically present on decision-making teams.

- Meeting occurs with referring teacher, consultant, parents, students (if appropriate) and relevant school personnel.
- Previous data on consultations, observations, and effectiveness of interventions are shared.
- Feedback from team members is solicited.
- Decision is made to either (a) continue with intervention(s) as implemented; (b) modify interventions; or (c) refer the child for psychoeducational assessment and consideration of special education eligibility.

Stage 5: Formal referral.

If appropriate, a formal referral is made for psychoeducational evaluation of the student. At this stage, the student enters the formal child study process with due process regulations.

- Evaluator(s) use data collected from Stages 1–4. The information that has been collected on the success of different interventions will assist in decision making and guide the selection of assessment strategies.
- Assessment techniques are selected on the basis of answering specific questions: (a) What decision is being made?; (b) What data must be collected to make the decision? Assessment is directed at the particular needs of the situation and therefore may be non-test-based, curriculum-based, or criterion-referenced, in order to answer the specific questions raised by the data from intervention attempts.

Stage 6: Formal program meeting.

A formal program meeting is held to determine appropriate services.

- Contact person assembles appropriate Child Study Team in accordance with due process regulations.
- Data from Stages 1–5 are shared. Alternative plans including appropriateness of alternative placement are discussed.
- If appropriate, team develops goals for IEP.
- Team determines whether IEP will be implemented by direct special services placement or by consultation in the regular classroom.
- Child is mandated/not mandated as requiring special services. If not mandated, child remains in present program with identified intervention(s). If mandated, IEP is implemented. This IEP will be data-based and instructionally relevant since the referral process has been directed by intervention efforts and data have been collected on the effectiveness of differing strategies.

Comments

The stages of the prereferral intervention process are designed to be informal and to occur before a formal special education referral is made. These necessarily lead to some important considerations. First, parents should always be notified by the classroom teacher when there is a concern about their child and should be included both for their perspective on the problems and for intervention planning. Second, the issue of retaining records of the prereferral interventions must be addressed. Since the intervention assistance is given to the teacher, with the student indirectly being served, it can be argued that the teacher should keep records of the intervention plans, but that no records must be included in student files. Others may argue that the service ultimately is to the student and, therefore, records of interventions should be kept in student files. This is a complex issue raising ethical and philosophical considerations and should be carefully considered by local school districts adopting the model.

IMPORTANT FEATURES OF A CONSULTATION MODEL

Since the prereferral intervention system is based on a consultation model of service delivery, several important aspects of effectively

implementing a consultation model are highlighted. First, several assumptions underlie a consultation model and are essential to successful implementation of the prereferral model. Next, an effective consultant must have skill and expertise in several important areas in order to successfully implement the prereferral intervention model. Finally, it is important to follow certain stages and procedures in implementing a consultation model of service delivery.

The principle assumption underlying consultation is that of shared power and collaborative decision making (Meyers et al., 1979; Parsons & Meyers, 1984). The consultant is viewed as a resource to the consultee (teacher), with power being equal between the two. Also, the final decision regarding selection of interventions must lie with the teacher in order for the teacher to have "ownership" of interventions. Another underlying assumption of the consultation model is that of indirect service to the student (client) as opposed to direct service. However, indirect service (consultation) should not be viewed as incompatible with direct service but rather on a continuum with it (Curtis & Meyers, 1984). For example, a school psychologist may both provide consultation to a teacher about a student with a behavior problem (indirect service) and also see the student for counseling to develop behavior change strategies (direct service). Similarly, a special education teacher may provide remedial reading support to some students (direct service) while consulting with classroom teachers about effective reading strategies for the same or other students (indirect service).

Second, important skill areas are essential to implementing a consultation model such as the prereferral intervention service delivery system. Four skill areas described by Curtis and Meyers (1984) are: (a) interpersonal skills (e.g., communication skills, rapport building, listening skills, effective questioning techniques); (b) problem-solving skills (i.e., knowing how to identify, clarify, analyze, and evaluate problems); (c) content expertise (e.g., specific knowledge of children's learning styles, instructional interventions, behavioral strategies, etc.); and (d) an understanding of systems theory (understanding the process of change, understanding systems variables in classrooms, schools, etc. that have an impact on the referral problem). Several professionals currently serving in schools, such as school psychologists, special education teachers, speech and language clinicians, and school social workers, may already have training in these consultation skills. If not, they would benefit from consultation training to expand their services beyond traditional methods toward assisting classroom teachers in a prereferral intervention model.

Third, there are suggested stages of implementing a consultative model of service delivery (Zins & Curtis, 1984). Among the more important points they highlight relative to implementing a consultation model in the schools are: (a) gaining sanction and support at all levels of the educational hierarchy, including classroom teachers, building administrators, and district administrators; (b) defining roles and responsibilities of various professionals; (c) presenting a rationale for the system; (d) providing for accountability data (plan procedures to evaluate the system for its effectiveness); and (e) maintaining open communication. One especially useful suggestion made by Zins and Curtis is to have an "entry presentation" to building teachers in which the alternative service delivery system is described using specific examples of consultation cases.

CONCLUSION

A prereferral intervention model of service delivery is an alternative to traditional referral, testing, and placement practices. It is based on a consultation model of service delivery, with the focus being on using school resource personnel (e.g., school psychologists, special education teachers) in collaborative problem solving with regular classroom teachers to develop classroom interventions for students. The major phases of the prereferral intervention model include: identifying, defining, and clarifying the problem, analyzing the components of the classroom ecology that affect the problem, designing and implementing interventions, and evaluating intervention effectiveness. The prereferral intervention process is based on a consultative model of service delivery; therefore knowledge of consultation principles, processes, and skills is essential to effectively implementing the model.

The goals of the prereferral intervention model of service delivery are to reduce inappropriate referrals for testing, reduce inappropriate placements in special education, and provide relevant, needed intervention assistance to students and teachers in the least restrictive educational environment. A follow-up article (to appear in the next issue) will present data on the effectiveness of the prereferral intervention model in a field-test site and will include a discussion of the school system factors and other relevant variables affecting successful implementation.

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This research was conducted pursuant to contract number 300–80–0622 between the Office of Special Education, Department of Education, and the University of Minnesota Institute for Research on Learning Disabilities.

Manuscript received October 1984; revision received November 1984.

Exceptional Children, Vol. 51, No. 6, pp. 487–496.
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Implementing a Prereferral Intervention System: Part II. The Data

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Abstract: This is the second of two articles on the implementation of a prereferral intervention model. The first article provided a rationale and description of the prereferral intervention model as the first phase in the special education services delivery system. In this article, the implementation of the model is described and data are presented on consultation, referral, testing, and placement rates before, during, and after implementation. Issues in implementation, including school system variables and barriers to implementing a consultation model, are also discussed.

■ A prereferral intervention system for special education services delivery that provides for systematic phases of classroom intervention as the first step in the special education referral process was described previously (Graden, Casey, & Christenson, 1985). The prereferral intervention model is based on a consultation approach to service delivery and provides intervention assistance to regular classroom teachers with the goals of providing needed classroom support and assistance, reducing inappropriate referrals for testing, and reducing inappropriate placements in special education. The rationale for the prereferral intervention model (See Graden et al., 1985) is based on an ecological model of viewing student learning and behavior problems within the context of the classroom. Also, the model is aimed at correcting some of the problems with current referral, testing, and placing practices.

Numerous studies demonstrating the effectiveness of consultation services (cf. Mannino & Shore, 1975; Medway, 1979; Updyke, Melton, & Medway, 1981) provide support for a prereferral intervention model based on the provision of consultative services. Consultation services have been shown to be desired by teachers and administrators (Gutkin, 1980; Gutkin, Singer, & Brown, 1980; Hughes, 1979; Kaplan, Clancy, & Chrin, 1977; Manley & Manley, 1978; Zins & Curtis, 1981), to be effective in improving teachers' skills and attitudes in dealing with diverse groups of students (Curtis & Watson, 1980; Dickinson & Adcox, 1984; Gutkin, 1980; Gutkin et al., 1980; Jackson, Cleveland, & Merenda, 1975; Jason & Ferone, 1978; Meyers, Friedman, & Gaughan,

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1975; Tombari & Bergan, 1978; Zins, 1981), and to reduce referral rates over time (Ritter, 1978). Thus, not only is a consultative model of service delivery effective in improving outcomes for current students, but it should also benefit future groups of students by increasing teachers' effectiveness in dealing with student problems in general (e.g., Curtis & Watson, 1980).

Although several of these studies provided data on the effectiveness of consultation as an intervention system benefiting students, little information is available on the effect of implementation of a consultative model on special education service delivery practices. Ritter (1978) reported that implementing a consultation model of service delivery gradually reduced referral rates in eight elementary schools over a 7-year period. He also concluded that consultation eventually helped to increase teachers' effectiveness in handling classroom problems on their own. However, data were not presented on how testing and placement rates in special education were affected. Since a major goal of a prereferral intervention system is to reduce inappropriate student placements in special education, it is important to know the extent to which implementing such a model affects referral, testing, and placement practices in the schools.

The present investigation was directed toward providing a description of the process of implementing the model in a field-test site in six schools in a large suburban school district. The effects of implementing the prereferral intervention model were monitored with respect to: (a) requests for consultation services, (b) referrals into the special education process, (c) testing rates, and (d) placement rates. A discussion of the educational change process in the participating schools is included to highlight several important factors that appeared either to foster or inhibit successful implementation of the model. This information on the change process (Sarason, 1982) may be useful to other schools planning to implement a similar model.

METHOD

Subjects

Schools 1, 2, and 3. The prereferral intervention model was implemented in three schools using a consulting teacher model for providing prereferral intervention assistance. The consulting teachers were special education resource teachers in each school who were trained and supervised by the senior author, who served as a system-wide consultant. Two of the schools were elementary schools and the other was a junior high school (grades 7–9). School 1, an elementary school, had a total enrollment of 781 students, with 61 students receiving LD (learning disabled) service (approximately 8% of the school enrollment). This school had four LD teachers, one of whom served as a part-time (approximately 1 hour per day) consulting teacher for the prereferral intervention project. School 2, also an elementary school, had a total school enrollment of 559 students, with 31 students receiving LD services (about 5.5% of the total school enrollment). Two full-time and one half-time LD teachers were assigned to the building. One of the full-time LD teachers worked half-time as the facilitator of the child study process and also as the consulting teacher for the project. School 3, the junior high school, had an enrollment of 1,308 students, with 60 students in LD service (approximately 6% of the total school enrollment). There were four LD teachers assigned to the building; the primary responsibility of one was to serve as consulting teacher (approximately 80% time in consulting and 20% time in direct service to LD students).

Schools 4, 5, and 6. In this second set of schools, the prereferral intervention system was implemented by the school psychologist (assigned to all three buildings), who also had served as the system-wide consultant to the first three schools. In some schools, the consulting role for implementing prereferral interventions was shared by special education teachers. School 4, an elementary school, had a total enrollment of approximately 700 students. Fifty students received LD services (approximately 7% of the school enrollment) from two full-time and one half-time LD teachers who provided service according to a direct service model. The school psychologist spent 1 day per week at School 4, mostly engaged in consultative and counseling services. School 5, also an elementary school, had a total enrollment of approximately 500 students, with one full-time LD teacher who provided consultative as well as direct services. Also assigned to this building was a half-time facilitator for the child study process who spent the majority of her half-time position in prereferral

consultative services to regular classroom teachers. Fifteen students received LD services in School 5 (approximately 3% of the total school enrollment). The school psychologist spent 1 day per week at School 4, engaged primarily in consultative and counseling activities. In School 6, a junior high school (grades 7–9), the school enrollment was approximately 1,400. The school was served by four LD teachers and two EMH (Educably Mentally Handicapped) teachers, three of whom were assigned 1 hour daily for consultative services (two LD teachers and one EMH teacher). Additionally, the remaining teachers also engaged in prereferral intervention activities as their schedules permitted. The school psychologist spent 3 days per week in School 6, primarily providing consultative and counseling services.

Procedures

Schools 1, 2, and 3. These three schools participated in a pilot-test implementation project in which consultation and technical assistance were provided by the senior author (an intern in the district and a research assistant from the Minnesota Institute for Research on Learning Disabilities). Prior to the beginning of the 1982–83 academic year, four schools were selected by the Special Services Director of the district to participate in the project. A building teacher, in all instances an LD teacher, was identified by the principal and the Special Services Director and then asked to serve as a consulting teacher. In three of the four schools, the LD teachers agreed to participate in the project. LD teachers in the fourth school declined to participate, stating that they preferred a direct service model as opposed to indirect services and did not want to commit to a project emphasizing indirect services.

Participating LD teachers were provided 3 days release time for inservice training provided by the senior author during the third week of school. Training focused on enhancing teachers' skills in consultation, observation, and intervention. None of the teachers had any prior training in consultation, although all three stated support for a consultative model of service. Resources used in the training of consulting teachers included National School Psychology Network Inservice Training Modules on data-based assessment and observation (Gickling & Havertape, 1981; Tucker, 1981a, 1981b); models of consultation (Bergan, 1977; Idol-Maestas, 1983; Meyers, Parsons, & Martin, 1979); intervention resources (e.g., Affleck, Lowenbraun, & Archer, 1980; Algozzine, 1982; Elliot & Piersel, 1982), as well as district-developed materials on interventions for reading skills.

In Schools 1, 2, and 3, the prereferral intervention model was implemented primarily by the consulting teacher in each building with consultation and support from the system-wide consultant. Weekly consultation meetings were held in each school with the consulting teachers to discuss specific cases and particular building-level issues. Additionally, the system-wide consultant made frequent contacts (weekly to biweekly) with the building principals to monitor and modify the process as required.

The cooperation and support of building principals was considered essential to the success of the prereferral intervention project. Therefore, in order to meet the particular needs of each building, slight modifications were made in the prereferral process following the consultations with principals, child study teams, and district personnel. In School 1, a major adjustment was made in the flow of the process to accommodate existing practices in the building and also to lend support to the consulting teacher who was new to the building. Because the consulting teacher initially met with resistance from many teachers when an attempt was made to provide consultation prior to formal assessment, a decision was made to have all new referrals continue to flow first to the child study team. Then a team decision was to be made whether to attempt prereferral consultation and interventions or to move directly to assessment. In most instances, the team recommended testing first. Therefore, few cases actually followed a prereferral intervention model. In School 2, the consulting teacher also served as the child study team facilitator and continued to operate in a role similar to previous years in that she and the referring teacher met first to decide whether to try alternate interventions or to refer to child study for consideration of evaluation. Team procedures in this school also followed a traditional format of usually recommending testing. In School 3, the junior high, initial referrals were made either directly to

the consulting teacher or to the appropriate grade level counselor who was then to refer classroom teachers to the consulting teacher. The consulting teacher then reported back to the child study team on the status of prereferral intervention cases and solicited additional input from child study members.

The year following the implementation year (1983–1984), technical assistance was no longer provided to these three schools; thus, each school made plans to continue or discontinue use of the prereferral intervention model based on existing school resources and practices. In School 1, the teacher who had served as consulting teacher did not continue to function in that role (she left the building on maternity leave) and the child study process did not focus on a prereferral intervention model. School 2 continued to function in a manner similar to the previous 2 years, which did not include a primary emphasis on providing prereferral interventions. School 3 continued implementation of the prereferral intervention model. The consulting teacher continued to serve in that capacity, although her consultation time was reduced slightly. Support from other classroom teachers for the model had been generated in School 3, and although there was a change in principals, support was sought and attained from the new principal.

Schools 4, 5, and 6. In these three schools the prereferral intervention project was implemented primarily by the senior author, who served as school psychologist for these schools. The process of implementation consisted of obtaining support at the beginning of the 1983–84 school year for the service delivery system, first from the central administrator (Director of Special Services) and second from the three building principals. Meetings were then held with each building child study team to explain the model and to develop and accommodate procedures to meet specific needs in each building. Finally, a short presentation was made to all staff in each school to describe the prereferral intervention process. Throughout the year, ongoing discussions were held with principals, child study coordinators and teams, and special and regular education teachers to obtain feedback on implementation of the model and to make adjustments to fit particular building needs. Additionally, school-level and district-level issues (e.g., curriculum, LD definitional criteria) were identified as having an impact on the prereferral intervention process and therefore were addressed at the systems level.

Actual implementation of the model in Schools 4, 5, and 6 varied in each building. In School 4, the school psychologist served as the primary consultant for prereferral interventions. In School 5, the building facilitator served as the primary consultant, with all referrals being processed through her, with involvement by the school psychologist as needed. In this school, prereferral interventions were required before a formal referral for special education could be made. In School 6, the junior high school, the school psychologist served as a consultant for prereferral interventions and all six special education teachers served as consulting teachers. Most referrals from classroom teachers continued to flow through the child study process, but the first step in this process was to assign the case to a child study member for consultation.

RESULTS

Referral, Testing, and Placement Rates

Overview. A primary research question in evaluating the effectiveness of the prereferral intervention model was the extent to which implementation of the model had an impact on referral rates (both in increasing use of consultation and decreasing referrals for due process), testing rates, and placement rates. In order to meet the underlying goals of the prereferral intervention model, it was expected that (a) consultation use would increase, (b) referrals for the special education process would decrease, (c) numbers of students tested for special education eligibility would decrease, and (d) numbers of students placed in special education would decrease (with effective interventions taking place in the regular classroom).

Schools 1, 2, and 3. The numbers and percentages of students referred, tested, and placed across 3 years (preimplementation, implementation of the prereferral intervention system, and postimplementation) for these schools are included in Table 1. Only in School 3 did

TABLE 1
Three-Year Comparison of the Intervention Model in Schools 1, 2, and 3

Year[a]	Referred for Consultation	CST[b] Referrals	Tested[c]	Placed[c]
		School 1		
Preimplementation	—	20	20 (100%)	15 (75%)
Implementation	14	30	21 (70%)	15 (50%)
Postimplementation	—	25	25 (100%)	19 (76%)
		School 2		
Preimplementation	—	28	28 (100%)	11 (39%)
Implementation	54	23	23 (43%)	14 (26%)
Postimplementation	—	35	33 (94%)	13 (37%)
		School 3		
Preimplementation	—	39	31 (63%)	16 (41%)
Implementation	93	21	21 (23%)	9 (10%)
Postimplementation	80	20	16 (80%)	10 (13%)
		Totals for the 3 Schools		
Preimplementation	—	87	79 (74%)	42 (48%)
Implementation	161	74	65 (49%)	38 (24%)
Postimplementation	80	80	74 (93%)	42 (53%)

[a] Preimplementation year was 1981–82; implementation year was 1982–83; postimplementation year was 1983–84.
[b] CST refers to the Child Study Team.
[c] Percentages in parentheses are percentages of initially referred students.

implementation continue in Year 3. As can be seen in Table 1, different trends were noted in each school.

In School 1, the numbers of students referred for child study and the numbers of students tested and placed remained fairly constant across Years 1 and 2 (baseline and implementation years); numbers of children tested and placed in this school increased in the postimplementation year. School 1, which was already placing a high number of students in LD service (8% of the school enrollment), continued to place large numbers of students each year. Fifteen new students were declared eligible and placed in LD service in Years 1 and 2, and 19 students in Year 3, making an additional 2 to 2½% of new students identified as LD each year.

In School 2, there was an increase in use of prereferral intervention (consultation) during the implementation year, with 54 requests for consultation versus 28 referrals for child study the previous year. The numbers of students tested decreased somewhat, both in absolute numbers tested and in percentage of referred students tested in Year 2. Five fewer students were tested, and of the total referred, only 43% were tested compared to 100% the previous year. However, the number of students placed continued to increase across the 3 years, and the number of students tested increased dramatically (by 43%) in the postimplementation year. School 2 also continued to place an additional 2 to 2½% new students in LD service each year.

In School 3, which continued implementation in Year 3, some dramatic shifts were seen in Year 2 (implementation year), with large numbers of students referred for prereferral consultation, fewer students tested, and far

TABLE 2
Two-Year Comparison of the Intervention Model in Schools 4, 5, and 6

Year[a]	Referred for Consultation	CST[b] Referrals	Tested[c]	Placed[c]
		School 4		
Preimplementation	—	42	31 (74%)	24 (57%)
Implementation	61	23	10 (16%)	5 (8%)
		School 5		
Preimplementation	—	22	15 (68%)	5 (23%)
Implementation	33	15	6 (18%)	4 (12%)
		School 6		
Preimplementation	—	61	45 (74%)	26 (43%)
Implementation	91	78	15 (16%)	6 (7%)
		Totals for the 3 Schools		
Preimplementation	—	125	91 (73%)	55 (44%)
Implementation	185	116	31 (17%)	15 (8%)

[a] Preimplementation year was 1982–83; implementation year was 1983–84.
[b] CST refers to the Child Study Team.
[c] Percentages in parentheses are percentages of initially referred students.

fewer students placed in special education. Testing decreased 32% in Year 2 and an additional 24% in Year 3. The effects of Year 2 continued into Year 3, with referrals for consultation remaining high (though not at the previous level), child study referrals and numbers of placements remaining constant, and numbers of students tested decreasing even further. By the third year, there was a 48% decline in students being tested compared to the first year and a 38% decline in students being placed in special education. For School 3, new placements in LD service were less than 1% of the total school enrollment in the implementation years.

Across all three schools, it is difficult to view trends given the individual differences among schools. However, there was an overall initial decrease in numbers of students tested in the implementation year (65 tested in Year 2 compared to 79 in baseline), although totals of students tested overall in Year 3 reached the initial baseline level (with large increases in Schools 1 and 2 and decreases in School 3). Also, while overall numbers of students placed decreased somewhat in the implementation year (from 42 the previous year to 38 in the implementation year), overall numbers of students placed in Year 3 again reached baseline levels, primarily due to continued increases in Schools 1 and 2 that offset continued declines in School 3.

Schools 4, 5, and 6. In these three schools, similar overall trends were seen across all buildings in terms of a high demand for consultation, significant decreases in numbers of students tested, and significant decreases in numbers of students placed in special education. The numbers and percentages for these schools in the baseline year and implementation year are shown in Table 2. Overall, 48% more students were referred for prereferral consultation than previously had been referred for child study (185 cases received consultation versus 125 referred previously for child study). There was a 66% decrease in the number of students tested (from 91 to 31), and a 73% decrease in the number of students placed in special education (from 55 to 15).

In School 4, there was increased use of consultation, a 68% decline in testing, and a

79% decline in students placed. While School 4 initially had 7% of its students receiving LD service, fewer than 1% additional new students were identified for LD service in the implementation year.

School 5 already was comparatively low in testing and placement rates in Year 1, with only 15 students tested and 5 new placements. However, in Year 2 there was an additional 60% decline in testing and a decline from 5 to 4 new students placed in special education. In both years, School 5 identified only about an additional 1% of the school population as eligible for LD services. School 6, the junior high school, demonstrated a 67% decline in testing and a dramatic 77% decline in the number of students placed in special education across the two years. New students placed dropped from 26 in Year 1 to only 6 in Year 2, representing less than half of 1% of the total school enrollment.

DISCUSSION

Results of implementing a prereferral intervention system, while mixed, present some very encouraging positive findings regarding the potential impact of the model for increasing classroom consultation and decreasing testing and placement rates. In some instances, the prereferral intervention system dramatically altered traditional practices, while in others (two of the six schools), practices remained traditionally testing- and placement-oriented. It is important to attempt to analyze the system characteristics that mediated the varied effects seen in the pilot-test schools.

Across all six schools, overall positive results were seen in Schools 3, 4, 5, and 6. Consultation use was high in these schools, while there were significant declines in testing and placement rates. Results from School 3, demonstrating effectiveness over 2 implementation years, are particularly encouraging. On the other hand, in Schools 1 and 2, implementation of the prereferral intervention project did not appear successful in Year 2 (implementation). Further, in the postimplementation year (Year 3) these schools continued an upward trend in the numbers of students tested and placed, indicating little impact of the prereferral intervention system on traditional referral, testing, and placement practices. Several systems-level factors seemed to operate as constraints against successful implementation of a prereferral intervention model in these schools. Piersel and Gutkin (1983) provide a useful framework for analyzing school system and building level factors that may produce resistance to implementing a consultation model; several of these factors appeared to be operating in the schools that did not demonstrate success (defined as altered practices) in this study.

Piersel and Gutkin first described school system variables affecting resistance to a consultation model. These included administrative support and the provision of adequate resources (e.g., allocation of adequate personnel and time to consultation). In Schools 1 and 2, verbal administrative support for the prereferral intervention model was offered, yet adequate resources were not allocated, in that less time was made available for consultation in these schools than in more successful schools. On the other hand, in the successful schools, consultation was the primary role of at least one individual and additional support often was provided by other building-level personnel. Also, in these schools, administrative support was both verbal and visibly apparent through continued support and resource allocation.

Another systems factor described by Piersel and Gutkin is the possibility that a consultation model may highlight the existence of systems-level and school-level problems (e.g., curriculum, teaching) as the primary focus is directed away from presumed intrachild problems (e.g., learning handicaps). Thus, there may be resistance to a consultation service delivery system at a systems level. Since all the schools in this pilot-test were in the same district, this issue should have affected all schools similarly. However, in actuality, some schools demonstrated greater willingness to explore classroom alternatives and to raise systems-level issues such as curriculum and instruction.

Piersel and Gutkin also described general resistance to change, which has been recognized as evident in all organizational change (e.g., Berman & McLaughlin, 1978; Sarason, 1982). A potentially powerful systems-level factor is the pressure to test and place large numbers of students, since special education funds are generally tied to these numbers. A concern with decreasing numbers and the impact on resource allocation (particularly teacher allocation) was evident in all schools

implementing the system. This issue must be addressed not only at school levels by applying alternative means of providing accountability data (e.g., recording numbers of consultations, recording time spent in consultation), but also at state and federal levels in offering incentives for providing effective interventions to students instead of for testing and placing large numbers of students. Gutkin and Tieger (1979) address this funding issue relative to constraints against consultation services and offer creative solutions.

There are also building-level constraints offering resistance to implementation of a consultation model. As described by Piersel and Gutkin, these include high demands on the consultee (classroom teacher) in terms of time, energy, effort, and anxiety. A consultation model, by assuming an ecological perspective on student problems, offers a challenge away from viewing problems as a handicap within the student, to a focus on the entire classroom context. Teachers may feel threatened by this shift in focus. Additionally, a consultation model changes expectations away from anticipating a quick "cure" of placement to a more complex problem-solving situation that places more demands on both the consultant and consultee. Further, the consultant is challenged with an increased workload (through an increased demand for consultation) and is often inadequately prepared to provide consultative services. These building-level factors were found to operate differently in the successful versus the unsuccessful schools.

While building-level resistance certainly was apparent to some degree in all schools, in the successful schools the consultants had more skill and training in consultation, and presumably therefore were better able to deal with the resistant teacher factors. In the unsuccessful schools, the consulting teachers had not received any prior training for consultation (other than the 3-day session), and the existing practices in these schools appeared to function to reinforce referring teachers' expectations that referral led to testing and placement. In both unsuccessful schools, the same teachers tended to refer about the same numbers of students from year to year, and about the same numbers of their students were placed each year.

Other factors also appeared to be operating that affected successful versus unsuccessful implementation of the prereferral intervention model. In general, in the two unsuccessful schools, there was no apparent internal stimulus for systems change; rather, change was imposed from external (e.g., central administration) forces. Previous reports of the change process demonstrate that internal support and adoption is crucial (e.g., Berman & McLaughin, 1978; Sarason, 1982). On the other hand, in the successful schools there was strong internal impetus for change, which appeared to expand as more individuals became involved with the implementation. Another central factor that seemed to inhibit successful implementation of the model was the continued mystique of the testing, labeling, and placement process, which despite a preponderance of evidence against traditional practices, is difficult to reduce in the beliefs and practices of some professionals. Another belief that appeared to inhibit change toward a consultative model of service delivery was the belief that testing and placement benefited children and therefore that the prereferral intervention model withheld beneficial special education services to students. However, recent studies (e.g., Wang & Birch, 1984) have demonstrated the effectiveness of mainstream education for special education students.

On the positive side, several favorable outcomes were derived from implementing the prereferral intervention model. Aside from favorable data in four of the six schools, positive effects were seen in the increasing use of consultation and also in the perception of participating teachers that students were benefiting and that classroom interventions were effective. However, the extent to which interventions were effective in producing positive outcomes for students was not assessed directly in this study. Classroom teachers and principals, even in the unsuccessful schools, had positive views about the role change of building consultants (e.g., school psychologists and special education teachers); viewed consultation as a helpful service; and viewed the interventions provided as effective. Further, all principals expressed support for the model and all reported favorable perceptions in terms of their beliefs that the prereferral intervention process increased both teacher tolerance and competence to work with various groups of students.

Overall, data from this initial implementation project provide at least tentative support for the potential effectiveness of a prereferral intervention model of service delivery as an

alternative to traditional practices. Additional data are needed with regard to refinements of the model to accommodate differing system characteristics, particularly with regard to implications of the model for funding issues related to special education personnel and resources.

For successful implementation of the model to occur it is clear that careful planning must be undertaken. In the ideal situation, administrative support would be gained not only verbally but in the form of policy initiatives. A school district that sets as a priority providing students an appropriate education in the least restrictive setting provides an impetus for support service personnel to implement a prereferral model. If there is policy that states that an intervention must be implemented prior to any formal referral for special education services, then resistance to the model is dealt with head-on. However, administrators may need to be convinced of the merits of such a model prior to adopting a strong policy statement. Perhaps the best kind of data would be data acquired from within the school district.

Although it would be a major undertaking for the person who chooses this route, it is possible for an individual to implement the model on a small scale. The implementor would want to be sure to collect data comparing referral rates, placement rates, and teacher satisfaction with the assistance they were provided. These data serve two purposes: (a) They could provide the evidence necessary for full-scale implementation of the model, and (b) they would provide other sources of accountability data. The implementor is no longer solely providing direct service to children, and therefore, caseload numbers are no longer an appropriate method for evaluating services. These other sources of data should be useful to administrators who need to be concerned with how accountable professionals are for the services they provide.

It is clear that special education must change. Federal, state, and local funding cannot continue to support increasingly larger numbers of students being labeled as handicapped each year. Special educators cannot continue to rely on inadequate tests and definitions to label students as handicapped. And school psychologists and other educational diagnosticians cannot continue their overreliance on educationally irrelevant testing procedures. There is a trend in special education, as well as in general education, toward greater accountability for services delivered. The challenge is to develop and implement service delivery systems that help teachers teach more effectively and help students to learn to the best of their ability in the least restrictive educational environment. The prereferral intervention model is one proposed delivery system that demonstrates initial promise for providing these needed services.

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This study was conducted pursuant to a contract (300-80-0622) between the Office of Special Education, Department of Education, and the University of Minnesota Institute for Research on Learning Disabilities. The implementation of alternative practices in referral and placement in special education is a major task undertaking requiring time, commitment, and support from numerous persons. The support of central administrators, participating principals, consulting special education teachers, and building staff is gratefully acknowledged.

Manuscript received November 1984; revision accepted November 1984.

Exceptional Children, Vol. 55, No. 4, pp. 298–302.
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Survey on Prereferral Practices: Responses From State Departments of Education

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ABSTRACT. A six-item survey was sent to state directors of special education (or their equivalent) in all 50 states and the District of Columbia. Items were developed to assess the type and level of prereferral intervention usage reported by state level special education administrators. Despite a lack of empirical support and a relatively inconclusive success rate, many state level administrators reported that they require or recommend the use of prereferral intervention strategies.

☐ Prior to the late 1970s, children and youth with handicaps were excluded functionally from free and appropriate educational experiences. With the enactment of the 1975 Education for All Handicapped Children Act and its subsequent amendments, specific due process protections guaranteed the educational experiences of students with handicaps. By the early 1980s, P.L. 94-142 appeared to be one of special and regular education's greatest triumphs.

Recent studies of special education processes, however, have raised serious concerns regarding the referral, evaluation, and placement practices used in many states (Ysseldyke, Algozzine, Richey, & Graden, 1982). First, the referral is a "formal request for multi-disciplinary assistance in identifying the special needs of students" (Turnbull & Turnbull, 1986, p. 202). Research, however, indicates that 92% of all referrals result in formal testing of children and nearly three-quarters of those tested are ultimately placed in special education settings (Algozzine, Christenson, & Ysseldyke, 1982; Sevick & Ysseldyke, 1986).

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Second, Algozzine et al. (1982) found that 5% of the total school-age population were being referred annually. Given the high probability of special education assessment and placement following most referrals, the number of handicapped students may be increasing faster than available services can accommodate.

Third, the ease with which students move through the referral-to-placement sequence is reinforced further by financial incentives provided through federal and state funding sources. Will (1986) indicated that local school districts are more inclined to identify students as handicapped for budgetary reasons rather than meeting the educational needs of all students. She suggested that additional problems arise when students experience the stigma associated with the handicapped label and when they are segregated from their nonhandicapped peers. Finally, Will indicated that parents may be faced with the situation of having a child who may not be handicapped, but must be misclassified and placed in a special education classroom in order to receive needed assistance.

Fourth, Stainback and Stainback (1984) indicated that substantial amounts of time, money, and energy are expended to determine who is "regular" and who is "special." They suggested that the perpetuation of separate administrative structures for special

education programs contributes to a lack of coordination and cooperation between regular and special education services. This dual system creates artificial barriers between professionals and divides resources (Stainback & Stainback, 1984).

Last, additional problems have been associated with the team decision-making process through which assessment information is reviewed and eligibility for special services determined. Algozzine and Ysseldyke (1981) asked 224 school personnel to examine 16 children and make eligibility and placement determinations. Half of these professionals recommended special services despite the fact that psychoeducational data for these students were within normal limits. Further, Ysseldyke et al. (1982) found little relationship between assessment data presented at placement meetings and the decision reached by the placement team members.

In view of these findings, the referral-to-placement process as it operates in many situations appears educationally indefensible. A more valid, pragmatic, and educationally based set of procedures is required. The prereferral intervention approach which emphasizes the provision of assistance to regular-education teachers *prior* to special education referral represents a promising solution (Algozzine et al., 1982).

The purpose of the prereferral intervention approach is to reduce the number of inappropriate special education placements while identifying interventions which will enable students to remain in the least restrictive setting, usually the regular classroom. At the point of the initial referral, intervention strategies are identified and implemented immediately (Graden, Casey, & Christenson, 1985). These interventions are developed collaboratively by the referring teacher and the school-based consultant team which is made up of various school personnel (e.g., teachers, counselors, principals, school psychologists).

Although relatively scarce, supporting research for the prereferral model has been conducted and reported. For example, Graden, Casey, and Bonstrom (1985) implemented a prereferral intervention model in six pilot-test schools. Their results indicated that in four of the six schools, testing and placement rates were decreased significantly. They further reported that school teachers and principals perceived the intervention as helpful to students and that classroom interventions were effective. Overall, the results of this research offer at least tentative empirical support for prereferral systems.

PURPOSE

The prereferral intervention model has found mounting support in the literature; however, little is known about how actual educational agencies conceptualize and use prereferral intervention procedures. The purpose of this study was to determine how many states apply prereferral intervention strategies and how these procedures are characterized. Information was collected from administrators in state departments of education.

METHODOLOGY

A six-item survey was developed to assess current policies and procedures regarding prereferral intervention at the state level. State education agency (SEA) administrators were identified as most likely to respond to questions regarding state-level policy statements. The survey addressed specific issues in prereferral intervention practices, for example, (a) who is involved in designing and implementing prereferral interventions? (b) for which suspected handicapping conditions are prereferral interventions required or recommended? (c) how successful are prereferral intervention strategies in maintaining students in regular education settings? Respondents were asked to circle the letter (or letters) of the most appropriate answer to each question. A blank line was provided at the end of each question so that respondents could write additional comments or information. Items 1 and 6 required respondents to make one choice. Other items allowed respondents to indicate more than one category.

In January of 1987, surveys were mailed to 51 state directors of special education or equivalent (including the District of Columbia). A second mailing was conducted in March of 1987 to those states (18) that had not responded. After these two mailings, 49 scorable surveys were received.

RESULTS

Major findings from this study are summarized in Table 1 and Figure 1. Twenty-three SEAs indicated that they required prereferral interventions for students suspected of having a handicap. Twenty-one SEAs signified that they only recommend or had no preferral requirements. Thirty-four states required or recommended that prereferral systems be established by local education agencies.

Survey results also indicated that instructional modifications (33), counseling (24), and behavior management strategies (17) are the three most frequently included prereferral intervention choices.

TABLE 1
Response Frequencies by Survey Item

Item	*Response*	*Number*
1. Prereferral interventions are	Required	23
	Recommended	11
	Not required	10
	Other	5
	No response	2
2. Prereferral interventions are required/ recommended for students with	Mental retardation	9
	Hearing impairments	6
	Visual impairments	6
	Learning disabilities	18
	Serious emotional disturbance	12
	Speech disorders	6
	Orthopedic impairments	6
	Health impairments	6
	Autism	2
	Any/All handicaps	24
3. Prereferral interventions are designed by	Multidisciplinary teams	14
	IEP teams	3
	Teachers	22
	Psychologists	12
	Consultants	12
	Other	
	• Building level team/committees	10
	• Child study teams	2
	• Any of the above	7
	• Variable in district	1
4. Prereferral interventions include	Instructional modifications	33
	Placement review/change	17
	Behavior management procedures	17
	Parent training	11
	Counseling	24
	Any/All	14
	Other	
	• Parent communication	2
	• Curriculum modification	2
	• Tutoring	1
	• Staff development	1
	• Crisis intervention	1
	• Health or other public service agency	1
5. Prereferral interventions are implemented by	Regular education teachers	38
	Specialists	13
	Paraprofessionals	16
	Psychologists	13
	Any/All	9
	Other	
	• Social workers	2
	• Remedial educators	2
	• Counselors	2
	• Attendance officers	1

Continued on next page.

TABLE 1 *Continued*

Item	*Response*	*Number 3*
6. Prereferral interventions are successful	Always	0
	Usually	2
	Sometimes	24
	Rarely	1
	Never	0
	No basis for determining	13
	Other	9
	No response	2

FIGURE 1
Summary of State Education Agencies Reporting Status of Prereferral Intervention Procedures

Required (n = 23)	Recommended (n = 11)	Not Required (n = 10)	Other/No Response (n = 7)
AL	AR	AK	FL
CA	CO	AZ	MA
CT	ID	HI	MS
DC	MD	ME	NE
DE	MT	MI	NH
GA	ND	MN	NV
IA	OK	OR	RI
IL	OH	PA	
IN	VT	SC	
KS	WA	VA	
KY	WI		
LA			
MO			
NC			
NJ			
NM			
NY			
SD			
TN			
TX			
UT			
WV			
WY			

Fourteen respondents indicated that "any or all" interventions might be included in the prereferral process. According to these state department respondents, regular education teachers are the most likely to implement a prereferral intervention.

Although teams of professionals (i.e., multidisciplinary and IEP teams, building and child study committees) were clearly the most often identified, respondents named teachers almost twice as often as other individuals as responsible for designing prereferral interventions. When asked whether prereferral interventions were successful in maintaining students in regular education settings, three-quarters of the respondents indicated that prereferral was effective only sometimes or that they had no basis for such a judgment.

DISCUSSION

Given the increased popularity of the preferral intervention movement, this survey was conducted to determine how many state education agencies reported that they apply prereferral intervention strategies and how these procedures are characterized. Administrators in state departments of education were asked to respond to a simple six-item survey. A number of major findings surfaced from the data.

First, an examination of the results indicated that state educational systems commonly require or recommend some form of the prereferral intervention model. This finding is very interesting in light of the fact that there is little empirical evidence to indicate that prereferral interventions are effective in maintaining students in least restrictive environments. Lack of research support in and of itself should not deter the application of a procedure; however, like other educational practices, prereferral intervention systems must be monitored and their effectiveness

evaluated carefully. A number of variables could influence the effectiveness of prereferral intervention systems: (a) administrative support and allocation of adequate time and personnel at the building level, (b) state and federal incentives for testing and placement of large groups of students rather than providing individualized services, and (c) a general but erroneous belief held by educators that special programs are a panacea. The effect of these variables and others on prereferral intervention systems should be investigated at the state and local education agency levels, as well as at classroom and individual student levels.

Second, findings from this survey highlighted the crucial role played by the regular educator in prereferral interventions. Teacher training programs should provide future teachers with experiences that will assist them in providing personalized instruction for every student. This training should emphasize a working knowledge of learning and behavioral handicaps, the prereferral intervention process, and regular and special education interface.

Finally, an analysis of survey findings highlighted the need for increased cooperation and communication between teachers and specialists and an expanded understanding of the team approach to problem solving. Numerous studies have established that teachers can more efficiently diagnose and remediate unique learning problems when teachers work as teams (Chalfant, Pysh, & Moultrie, 1979; Harrington & Gibson, 1986; Graden, Casey, & Bonstrom, 1985; Gutkin, Singer, & Brown, 1980). The team approach is the cornerstone of effective prereferral systems and is a means of enhancing regular educators' ability to serve students with learning problems. The prereferral intervention team may represent a meaningful strategy through which educators can begin to construct educational environments that are likely to maximize every child's learning potential.

The overall results of this simple survey indicated that most state education agencies support and advocate for the prereferral intervention approach. However, findings from this survey prompt more questions than they answer. For example, future research should investigate the manner in which local education agencies implement their states' policies and recommendations. More importantly, research efforts should concentrate on evaluating the effectiveness of prereferral systems. Further, an analysis of the variables associated with prereferral effectiveness must be identified. Clearly, much more information needs to be gathered regarding prereferral intervention systems. This simple survey has established prereferral as a common component of SEA policy and procedure.

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Preparation of this article was supported in part by the U.S. Department of Education, contract G008630092. Opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the Department should be inferred.

Manuscript received September 1987; revision accepted October 1987.

DIALOG File 1: ERIC - 66-89/SEP.

EJ315383 EC171975
Probabilities Associated with the Referral to Placement Process.
Algozzine, Bob; And Others
Teacher Education and Special Education, v5 n3 p19-23 Sum 1982
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL85
Analysis of the numbers of referred students who were evaluated and the number of evaluated students who received special education from 1977-80 in 94 districts revealed that, overall, the probabilities associated with the evaluation of referred students and delivery of special education sevices to evaluated students were high. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Referral; *Special Education; *Student Evaluation; *Student Placement

EJ313883 EC171892
Where Is Special Education for Students with High Prevalence Handicaps Going?
Algozzine, Bob; Korinek, Lori
Exceptional Children, v51 n5 p388-94 Feb 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN85
Data from 50 states indicating the proportion of students classified in 10 categories of exceptionality were compiled and analyzed. Analysis indicated consistent increases in numbers of learning disabled students, consistent decreases in numbers of speech impaired and mentally retarded students, and relatively constant numbers of emotionally disturbed and physically disabled students. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Incidence; *Mild Disabilities; Statistical Data; *Trend Analysis

EJ289824 EC160509
An Analysis of the Incidence of Special Class Placement: The Masses are Burgeoning.
Algozzine, Bob; And Others
Journal of Special Education, v17 n2 p141-47 Sum 1983
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR84
The incidence figures of handicapped children in a sample of school districts were calculated. During the 1977-78, 1978-79, and 1979-80 school years, four to five percent of the students were referred or evaluated; three percent were placed in special education programs, with wide variation in the data supplied by individual school districts. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education;

*Incidence; Referral; *Special Classes; Special Education; *Student Placement

EJ231174 SP509742
Decision Makers' Prediction of Students' Academic Difficulties as a Function of Referral Information.
Algozzine, Bob; Ysseldyke, James E.
Journal of Educational Research, v73 n3 p145-50 Jan-Feb 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJAN81
Teachers' and psychologists' ratings of children's potential performance in reading and mathematics are influenced by selected information in referral statements read prior to having objective test scores or rating scales for evaluation. (JMF)
Descriptors: *Academic Records; *Achievement Rating; Decision Making; *Expectation; Mathematics; *Predictive Measurement; Predictive Validity; Reading Achievement; *Referral; *Student Placement

ED299742 EC211021
R.I.D.E. (Responding to Individual Differences in Education).
Barkell, Vern
Feb 1988
5p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Montana
Journal Announcement: RIEMAR89
Target Audience: Practitioners
Project R.I.D.E. provides support to regular education teachers to help them deal effectively with inappropriate social and academic behaviors and to eliminate false referrals to special education. A classroom teacher survey in the Great Falls (Montana) Public Schools determined the 20 most significant classroom problems. For each problem, five proven teaching tactics were identified from best practices research. These tactics were summarized and entered onto computer disks for easy access by teachers. For tactics difficult to understand from verbal descriptions, videotapes were made modeling the techniques. If the problems persist after application of the tactics, a School Wide Assistance Team can be consulted. The teams capitalize on the wealth of good teaching and management techniques available in a school. The teams are made up of regular education teachers who meet to

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DIALOG File 1: ERIC - 66-89/SEP.

provide possible solutions for classroom problems referred to them. In the first year of using this process, data indicated that 82% of problem behaviors were successfully resolved by classroom teachers using the proven teaching tactics. Of the remaining problems, 12% were successfully resolved with the aid of the School Wide Assistance Team, and the final 6% (four behaviors) were referred to special education. (JDD)

Descriptors: *Behavior Problems; *Classroom Techniques; Computer Uses in Education; *Disabilities; *Educational Practices; Elementary Secondary Education; *Intervention; Learning Problems; *Referral; Social Behavior; Special Education; Student Behavior; Student Placement; Teaching Methods; Videotape Recordings

Identifiers: *Behavior Management

ED291176 EC201790

Guidelines for the Implementation of the Initial Screening for Students from a Non-English Background (Form B-1).

Benavides, Alejandro

1986

13p.; For related document, see EC 201 789.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Illinois

Journal Announcement: RIEJUL88

Target Audience: Practitioners

The document provides detailed guidelines for completing the Prereferral Screening Instrument, designed to determine whether a student from a non-English background suspected of needing special education should be referred for a case study evaluation and whether it should be conducted bilingually. The instrument can be completed by school personnel who know the student best; it meets federal and state (Illinois) regulations on the procedural safeguards, case study evaluation, and placement of such students. The instrument does not require the administration of any assessments but does require that the student's language proficiency assessment be current. Definitions of such terms as bilingual instructional category, language use patterns, and English language proficiency levels are provided. The instrument contains sections on general background, educational information, educational services received, and achievement behavioral characteristics. The instrument itself is appended. (DB)

Descriptors: Bilingual Education; Decision Making; *Disabilities; Elementary Secondary Education; Intervention; *Limited English Speaking; *Non English Speaking; *Referral; *Screening Tests; *Student Evaluation; Student Placement

Identifiers: *Prereferral Screening Instrument

ED291175 EC201789
High Risk Predictors and Prereferral Screening for Language Minority Students.
Benavides, Alejandro
21 May 1987
29p.; Paper presented at the Annual Children with Exceptional Needs Conference (2nd, Los Angeles, CA, May 21, 1987). Appendix contains marginally legible print. For related document, see EC 201 790.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUL88
Target Audience: Practitioners
The paper reviews the literature on problems associated with the assessment and placement of language minority students in special education and the utilization of a prereferral system and describes the development of the "Prereferral Screening Instrument" (PSI). The review of the literature looks at: the disproportionate representation of minority students in special education, limited English proficient students and their assessment, screening and referral, and prereferral. Prereferral screening is recommended to reduce bias and erroneous classification of students. A 1984 2-day Illinois symposium on prereferral led to development of an instrument which is designed to determine whether a student from a non-English background should be referred for a case study evaluation. The PSI does not require administration of any assessments or evaluations and can be completed from information in the student's records (or obtained from parents) by staff most familiar with the student. The PSI contains sections on: general background, educational information, achievement-behavioral profile, and previous tests and/or screening. A visual profile results which aids in identifying the cause for concern and appropriate intervention. A copy of the instrument is appended. Fifty-one references are also provided. (DB)
Descriptors: Decision Making; *Disabilities; Elementary Secondary Education; Intervention; *Limited English Speaking; *Non English Speaking; Predictive Measurement; *Referral; *Screening Tests; *Student Evaluation; Student Placement
Identifiers: *Prereferral Screening Instrument

ED301004 EC211751
A Study of Special Education Referral and Placement Practices in the Montgomery County Public Schools (Maryland).
Bowman, Jan E.
Apr 1988
7p.; Paper presented at the Annual Conference of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
EDRS Price - MF01/PC01 Plus Postage.

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DIALOG File 1: ERIC - 66-89/SEP.

Language: English
Document Type: CONFERENCE PAPER (150); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEAPR89
Target Audience: Practitioners

A study was conducted of special education referral and placement practices within Montgomery County (Maryland) Public Schools. A group of 650 low-achieving elementary school students, identified to be "at risk" for failure, was monitored to examine special education referrals or placements. Three hundred of the students were studied to determine the types of interventions taking place to improve the students' achievement. It was found that minorities, especially Blacks and Hispanics, were over-represented in the handicapping categories of learning disabilities and speech/language disorders. This over-representation was felt to be due, in part, to inappropriate identification of low achievement factors as a handicapping indicator. No significant differences were found in referral practices to explain the increased odds of special education labeling for minority groups. Staff expectations and perceptions were found to be powerful factors in the referral process. Teachers referred students because they perceived them to be achieving at a level below their peers. Staff seemed unaware of other regular education resources to assist low-achieving students. Classroom teachers were most likely to use management interventions rather than instructional interventions to assist the students. Educational implications of these selected findings and suggestions for improving the situation are offered. (JDD)

Descriptors: Blacks; Educational Practices; Elementary Education; Handicap Identification; High Risk Students; Hispanic Americans; Intervention; *Learning Disabilities; *Low Achievement; *Minority Groups; *Referral; Special Education; *Speech Handicaps; *Student Placement; Teacher Attitudes
Identifiers: *Montgomery County Public Schools MD

ED285361 EC200299
When Is Intervention an Ounce of Prevention? Reconceptualizing the Prereferral Intervention Process.
Bowman, Jan E.
Apr 1987
20p.; Paper presented at the Annual Conference of the American Educational Research Association (Washington, DC, April 20-24, 1987).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJAN88
Target Audience: Practitioners; Researchers

The paper raises concerns about current intervention practices used with children who, while not handicapped, have academic and/or behavioral problems and who may be labeled

handicapped. A lack of options for these high risk students is noted in regular programs, and the impact on the student and the system of the referral-to-testing-to-labeling process is explored. The paper suggests the need to examine notions about interventions and to see prereferral interventions as a series of preventive interventions. It is suggested that interventions may be viewed as strategic or nonstrategic actions, and may be classified as proactive (strategic modification at the classroom level), reactive (nonstrategic actions lacking a goal-directed, integrated, planned effect), or protensive (strategic and precautionary actions having continuance in time). The paper concludes by calling on practitioners to implement and evaluate preventive interventions before students are referred. References are appended. (CL)

Descriptors: *Educational Strategies; Elementary Secondary Education; *High Risk Persons; *Intervention; Labeling (of Persons); *Prevention; *Referral; *Slow Learners

EJ139429 EC081873

Preventive Mainstreaming: Impact of a Supportive Services Program on Pupils

Cantrell, Robert P.; Cantrell, Mary Lynn

Exceptional Children, 42, 7, 381-6 Apr 1976

Language: ENGLISH

Journal Announcement: CIJE1976

Descriptors: Academic Achievement; *Emotional Disturbances; Exceptional Child Research; *Handicapped Children; *Mainstreaming; Primary Education; *Program Effectiveness; Referral; *Resource Teachers; Teachers

EJ384071 EC211923

Survey on Prereferral Practices: Responses from State Departments of Education.

Carter, Jane; Sugai, George

Exceptional Children, v55 n4 p298-302 Jan 1989

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN89

A survey of 49 state directors of special education found that prereferral interventions for students suspected of having a handicap were required or recommended by most states. Also determined were types of interventions frequently used, professionals responsible for designing and implementing the interventions, and the interventions' effectiveness. (Author/JDD)

Descriptors: *Diagnostic Teaching; *Disabilities; *Educational Diagnosis; Elementary Secondary Education; Handicap Identification; Instructional Effectiveness; *Intervention; National Surveys; *Referral; Special Education *Student Placement; Teaching Methods

Identifiers: *Prereferral Intervention

DIALOG File 1: ERIC - 66-89/SEP.

EJ221660 EC122105
Teacher Assistance Teams: A Model for Within-Building Problem Solving.
Chalfant, James C.; And Others
Learning Disability Quarterly, v2 n3 p85-96 Sum 1979
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Journal Announcement: CIJSEP80
The article describes a teacher support system model to help regular classroom teachers meet the needs of mainstreamed handicapped children. Based on a survey of perceived prerequisite skills and competencies for dealing with learning and behavior disorders, the Teacher Assistance Team concept was developed to provide a day-to-day peer problem-solving group for teachers. (Author/DLS)
Descriptors: *Disabilities; *Educational Needs; Elementary Secondary Education; *Mainstreaming; *Models; *Problem Solving ; Teacher Guidance
Identifiers: Conceptual Schemes

EJ277356 SP512650
Teachers' Attributions for Problems that Result in Referral for Psychoeducational Evaluation.
Christenson, Sandra; And Others
Journal of Educational Research, v76 n3 p174-80 Jan-Feb 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUN83
Using actual student referral records, researchers investigated: (1) why teachers referred students for psychoeducational evaluation; (2) causes to which they attributed students' difficulties; and (3) whether causes were related to reasons for referral. Teachers attributed 97 percent of the students' difficulties to factors outside the school. (PP)
Descriptors: Attribution Theory; *Educational Diagnosis; Elementary Education; *Locus of Control; *Psychoeducational Methods; *Psychological Evaluation; Referral; *Student Problems; *Teacher Attitudes

EJ266786 CG522852
Institutional Constraints and External Pressures Influencing Referral Decisions.
Christenson, Sandra; And Others
Psychology in the Schools, v19 n3 p341-45 Jul 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJDEC82
Identified institutional constraints and external pressures perceived by teachers as influential in making referrals. Organizational procedures, the teacher's perception of the competence of referral recipients, and availability of services were cited as institutional constraints. Outside

agency influences, government requirements, and concerns of parents were cited as external pressures. (Author/JAC)

Descriptors: *Decision Making; Delivery Systems; Educational Diagnosis; Elementary Education; Elementary School Teachers; Evaluation Criteria; *Influences; *Referral; Special Education ; Student Evaluation; *Student Placement; *Teacher Attitudes

ED299748 EC211027

Referral, Intervention, and Instruction for Culturally and Linguistically Different Children Who May Be Handicapped.

Collier, Catherine

Feb 1988

16p.; In: Alternative Futures for Rural Special Education. Proceedings of the Annual ACRES (American Council on Rural Special Education) National Rural Special Education Conference; see EC 211 005.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: REVIEW LITERATURE (070); TEST, QUESTIONNAIRE (160); CONFERENCE PAPER (150)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEMAR89

Target Audience: Practitioners

Rural teachers are confronted with the task of providing appropriate education to exceptional students, as well as addressing the added elements of language and culture issues as these pertain to handicapping conditions. Key points in the identification and instruction of these students are initial referral, early intervention, and appropriate placement within special services. This paper reviews the literature on these key points, focusing on the interrelationship of cultural and educational characteristics. The review concludes that research has clearly demonstrated the significant role played by acculturation factors in the inappropriate identification and placement of culturally/linguistically different students with learning and behavior problems. Research has also pointed the way for modifying the referral/staffing/placement process to more effectively meet the special needs of this population. The appendix contains the "CCDES Acculturation Scale," developed by Cross Cultural Developmental Education Services. The scale can be used to obtain an approximate measure of how acculturated a student is into mainstream American culture. It provides a useful piece of supplemental assessment information and may be used to substantiate decisions to provide intensive learning and behavior interventions for culturally/linguistica lly different students. The appendix also provides an outline of BISECT, an alternative intervention process developed as a result of this study. (JDD)

Descriptors: Acculturation; Cultural Background; *Cultural Differences; Cultural Pluralism; *Disabilities; Elementary Secondary Education; *Handicap Identification; *Intervention; Learning Problems; *Limited English Speaking; *Referral; Rural Education; Special Education; Student Placement; Teaching Methods

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DIALOG File 1: ERIC - 66-89/SEP.

Identifiers: Early Intervention; Language Diversity; *Linguistic Pluralism

EJ315349 EC171941
Who Are the Children Special Education Should Serve and How Many Children Are There?
Edgar, Eugene; Hayden, Alice H.
Journal of Special Education, v18 n4 p523-39 Win 198 1985
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJJUL85
A review of over 10,000 special education students indicates that about 1.6 percent of the total school-age population have quantifiable handicapping conditions and the remainder have performance deficits. Special education may be perpetuating the reluctance of regular education to alter instructional procedures for all children who are experiencing performance problems. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education; Incidence; *Special Education

EJ362265 EC200916
Language Assessment Barriers in Perspective.
Fitzgerald, Jane; Miramontes, Ofelia
Academic Therapy, v23 n2 p135-41 Nov 1987
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJMAR88
Target Audience: Practitioners
The article clarifies the role of monolingual English specialists in the pre-referral process for culturally and linguistically different students. To help specialists assess language and learning disorders and plan intervention, a question-and-answer format which describes first language proficiency and relates it to learning English as a second language is suggested. (JDD)
Descriptors: Consultants; Cultural Differences; Elementary Secondary Education; *English (Second Language); Handicap Identification; Intervention; Language Acquisition; *Language Handicaps; Language Proficiency; Language Skills; *Learning Disabilities; *Limited English Speaking; Referral; Second Language Instruction; Second Languages; *Specialists; *Student Evaluation; Teacher Role

ED236850 EC160868
The Congruence between Reason for Referral and Placement Outcome.
Foster, Glen G.; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Aug 1983
32p.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-136
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEAPR84
The relationship between referral and special education outcome was investigated in the State of Florida, where students are referred by category (i.e., referred for learning disability services, mental retardation services, etc.). Of specific interest was the congruence between categories for which students were referred and eventual placements. Results indicated that 72% of the 201 students (grades K-10) referred were placed in some form of special education, and that most were placed in the special education category for which they were referred. Variations in the congruence between referral and outcome as a function of the person submitting the referrals were relatively minor, except for parents, for whom 79% of the referred students were not placed in special education. The results are seen to be another indication of the primary importance of the referral decision and the extent to which placement teams operate confirmation conferences. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Parent Influence; *Referral; *Special Education; *Student Placement

ED293275 EC202474
Prereferral Intervention for Difficult-to-Teach Students: Mainstream Assistance Teams--Years 1 and 2.
Fuchs, Douglas
George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.
[1987
54p.
Sponsoring Agency: Office of Special Education (ED), Washington, D.C.
Contract No.: G008530158
Available from: Douglas Fuchs, Department of Special Education, Box 328, George Peabody College, Vanderbilt University, Nashville, TN 37203.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIESEP88
The Mainstream Assistance Team (MAT) Project is a 3-year program to develop, implement, and validate a prereferral intervention model with nonhandicapped difficult-to-teach students. This paper presents a rationale for prereferral assessment and intervention focused on the increasing numbers
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of mildly handicapped students enrolled in special education, the increasing frequency of teacher referrals for student evaluation, and evidence that teacher referrals may be arbitrary and precipitous. Traditional educational assessment is compared to prereferral assessment and intervention. Then the basic dimensions of the MAT are explained, including behavioral consultation in four stages (problem identification, problem analysis, plan implementation, and problem evaluation) and the use of "written scripts" by consultants to ensure all important information is communicated during formal meetings. During year 1 the project was implemented in four inner-city middle schools with 10 school based consultants. Limited success during the first year led to changes in year 2 including requiring the use of contingency contracts and data based monitoring procedures. During year 3 elementary guidance counselors in 20 schools are being trained in the MAT program. Appended are a sample student-teacher contract; a sample "script"; instructions for teacher and student monitoring with an interval recording system; and instructions for the product inspection approach to teacher and student monitoring. (DB)

Descriptors: Behavior Change; Consultation Programs; Elementary Education; *High Risk Students; Interdisciplinary Approach; Intermediate Grades; *Intervention; *Mainstreaming; *Mild Disabilities; Problem Solving; *Referral; Teamwork

Identifiers: *Prereferral Assessment; *Prereferral Intervention

ED292277 EC202060

Mainstream Assistance Teams to Accommodate Difficult-to-Teach Students in General Education.

Fuchs, Douglas; Fuchs, Lynn S.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special Education.

[1987

51p.

Sponsoring Agency: Office of Special Education (ED), Washington, D.C.

Grant No.: G008530158

Available from: Douglas Fuchs, Department of Special Education, Box 328, George Peabody College, Vanderbilt University, Nashville, TN 37203.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Tennessee

Journal Announcement: RIEAUG88

Target Audience: Practitioners

The Mainstream Assistance Team (MAT) project is a 3-year research program designed to develop, implement, and validate a prereferral intervention model. The model is a least-restrictive, preventative, ecologically-based, problem-solving approach, using a multidisciplinary team composed of a school psychologist, special educator, and general educator. The program's rationale focuses on the increasing numbers of identified mildly handicapped students and the importance of

prereferral assessment and intervention in general education classrooms. The social, political, and bureaucratic dimensions of the Tennessee school district setting for which the MAT was developed are considered in the program's design. Major dimensions of the MAT include: behavioral consultation; component analyses of three increasingly inclusive versions of the stages of behavioral consultation (problem identification, problem analysis, plan implementation, and problem evaluation); written scripts to guide consultants' verbal behavior during interviews or meetings; and outcome measures. The implementation process involves selecting schools, consultants, teachers, and pupils; training the consultants; assigning teachers and scripts to consultants; and developing specific procedures. Evaluative data show apparent inconsistency between teacher ratings and classroom observations, and three explanations for this are discussed. Future directions for the MAT project focus on strengthening project-related interventions by requiring use of contingency contracts and data-based monitoring procedures. (JDD)

Descriptors: Behavior Modification; Consultants; *Consultation Programs; Educational Cooperation; Educational Diagnosis; Elementary Secondary Education; Handicap Identification; *Intervention; *Mainstreaming; *Mild Disabilities; Models; *Program Development; Program Evaluation ; Program Implementation; *Referral; Special Education; Student Evaluation; Teamwork

Identifiers: *Mainstream Assistance Team Project; Prereferral Assessment; Tennessee

ED217041 SP020372

The Data-Based Staff Development Program: Design, Implementation, and Effects.

Gennari, Patricia A.; And Others

Pittsburgh Univ., Pa. Learning Research and Development Center.

Mar 1982

41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

Sponsoring Agency: National Inst. of Education (ED), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEOCT82

The Data-Based Staff Development Program is an integral feature of the Adaptive Learning Environments Model (ALEM), an educational program developed to provide basic skills learning experiences that are adaptive to the individual learning needs of students. The Data-Based Staff Development Program was designed to assist school personnel responsible for

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implementing the ALEM in systematically incorporating relevant data on the degree of program implementation and students' learning progress in analyses of their staff development needs. The goal is to provide a self-monitoring tool that helps school personnel become increasingly more independent in establishing and maintaining a high degree of ALEM implementation. During the 1980-81 school year, a pilot investigation of the effectiveness of this program in improving classroom implementation of the ALEM was conducted in ten elementary schools. Data were obtained through the use of three measures: (1) instruments measuring degree of program implementation; (2) school district staff development plans; and (3) monthly training logs kept by the schools' education specialists. The data were analyzed to investigate the relationship between staff development plans and program implementation needs as suggested in the degree of implementation scores for individual teachers. Preliminary evidence from the study supports the effectiveness of the program; more detailed studies in the future will be needed to confirm this finding. Tables illustrate the critical factors used in analyses and the results of the study. (JD)

Descriptors: Classroom Techniques; Educational Innovation; Elementary Education; Evaluation Criteria; Individualized Instruction; Inservice Teacher Education; Needs Assessment; *Program Development; *Program Effectiveness; *Program Implementation; *School Personnel; *Staff Development

ED296553 EC210322

A Program To Increase Early Elementary Teachers' Referring Behavior for All Eligible Special Education Students through Multimedia Inservice Training.

Goldberg, Lorraine F.

1988

151p.; Ed.D. Practicum I Report, Nova University.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEDEC88

Target Audience: Practitioners

This practicum project sought to increase teachers' awareness of handicapping conditions and of the role of support service personnel, and to encourage them to make more appropriate and more timely referrals of potential special education students. The project's goals were to enable teachers in two targeted elementary schools to: understand the role of the psychologist, understand the referral procedure for special education assessment, differentiate legally handicapped children from slow learners or problem children, and make appropriate referrals to the screening committee. The project used a guessing game to clarify the role of the school psychologist, simplified charts to visually map the referral process, cartoons to indicate distinguishing referral characteristics, a videotape showing problem behaviors, and sample screening forms. Results of a subsequent screening

meeting showed that the quality and quantity of referrals were increased in both schools. However, the results of specific objectives, such as numbers of teachers making referrals and teachers' knowledge of the psychologist's role and the referral process, were somewhat equivocal. Thirteen appendices containing supporting material including the teacher questionnaire conclude this document. (JDD)
Descriptors: *Disabilities; Educational Diagnosis; Elementary Education; *Handicap Identification; *Inservice Teacher Education; Intervention; Psychological Services; *Referral; *School Psychologists; Student Placement; Teacher Effectiveness; *Teacher Role; Teaching Methods
Identifiers: *Early Intervention

EJ316952 EC172394
Implementing a Prereferral Intervention System: Part II. The Data.
Graden, Janet L.; And Others
Exceptional Children, v51 n6 p487-96 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJAUG85
The implementation of a preferral model is described and data are presented on consultation, referral, testing, and placement rates before, during, and after implementation. Issues in implementation, including school system variables and barriers to implementing a consultation model, are also discussed. (Author/CL)
Descriptors: *Disabilities; *Intervention; *Program Implementation; *Referral

EJ313882 EC171891
Implementing a Prereferral Intervention System: Part I. The Model.
Graden, Janet L.; And Others
Exceptional Children, v51 n5 p377-84 Feb 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJUN85
The article addresses implementing a prereferral intervention model as the first step in special education services delivery system. The model includes four prereferral stages (request for consultation, consultation, observation, conference), and two referral stages (formal referral and program meeting). (Author/CL)
Descriptors: *Delivery Systems; *Disabilities; Elementary Secondary Education; *Intervention; *Models; *Referral

DIALOG File 1: ERIC - 66-89/SEP.

ED244438 EC162451
Pre-Referral Interventions: Effects on Referral Rates and Teacher Attitudes.
Graden, Janet L.; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Sep 1983
51p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-140
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEOCT84
A prereferral intervention system was implemented in three schools (two elementary, one junior high) in which consultation, observation, and intervention occurred before a student entered the typical referral-for-assessment phase. A survey assessing teachers' beliefs about special services and teachers' expectations and preferences about the referral-to-placement process was completed in the fall and spring of the school year to assess the extent to which changes took place as a result of the preferral system. Additionally, the effect on referral, testing, and place rates was monitored. Results indicating changes in attitudes concurrent with changes in referral-to-placement rates are reported and school system factors affecting a prereferral system (including internal impetus for altered practices and strong administrative support) are noted. Constraints to a prereferral intervention system included resistance to implied role changes on the part of teachers and other personnel. (Author/CL)
Descriptors: Consultation Programs; Elementary Education; *Intervention; Junior High Schools; *Learning Disabilities; Models; *Referral; *Student Placement

EJ227449 CG519013
Teacher Reactions to School-Based Consultation Services: A Multivariate Analysis.
Gutkin, Terry B.; And Others
Journal of School Psychology, v18 n2 p126-34 Sum 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140); RESEARCH REPORT (143)
Journal Announcement: CIJDEC80
Investigated the impact of consultation services on teachers' preferences for consultation v referral approaches and upon teachers' perceptions of severity for common acting out, withdrawal, and academic types of student problems. Results supported the consultation model. (Author)
Descriptors: Behavioral Science Research; *Consultants; *Consultation Programs; *Counselor Teacher Cooperation;

Elementary Education; *Elementary School Teachers; Multivariate Analysis; Psychological Services; School Psychologists; *Teacher Attitudes

EJ345423 EC191078
Preassessment Procedures for Learning Disabled Children: Are They Effective?
Harrington, Robert G.; Gibson, Edward
Journal of Learning Disabilities, v19 n9 p538-41 Nov 1986
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAPR87
Results of surveying of 41 teachers who had experience with learning disability preassessment teams (intended to focus on regular classroom intervention prior to comprehensive evaluation) suggested that teachers were pleased with preassessment team members but did not agree that the teams' intervention recommendations were successful in correcting the referral problems. (Author/DB)
Descriptors: Elementary Secondary Education; *Handicap Identification; *Intervention; *Learning Disabilities; *Referral; *Student Evaluation
Identifiers: *Preassessment Teams

ED278185 EC191730
Perspectives on Research: Recent Findings and Future Directions: A Report of the Iowa Research Consortium for Learning Disabilities.
Hollinger, Timothy, Ed.; And Others
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
1986
90p.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: COLLECTION (020); REVIEW LITERATURE (070)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEJUN87
Government: State
Target Audience: Researchers
The monograph addresses the issue of research on learning disabilities (LD) and proposes directions for research in Iowa by means of four articles, a report of a survey of needed research, and six brief response papers. The first paper, "Issues on the Identification of Learning Disabled Children" (S.W. Ehly), discusses the problems of identification and assessment and encourages data gathering by classroom teachers. The second paper, "Efficacy of Treatment in Learning Disabilities" (R. D. Tucker), provides a review of the research literature concerned with (1) placement vs. nonplacement, (2) integrated models, and (3) efficacy of specific treatments. "Effective Methods of Instruction for the Learning Disabled" (R. Owens), looks at such issues as use of

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assessment data to study LD subtypes and intervention effectiveness. The final paper, "Report of the Institutes for Research in Learning Disabilities" (D. Baum) notes the emphasis by the five institutes on the teaching of cognitive strategies to enhance learning and recall and the need for field testing of developed materials and strategies. The survey of research needs (J.H. Reese) reports the areas of program effectiveness and instructional effectiveness identified most frequently. Response papers support, clarify, extend, and/or provide a different perspective on the four leading articles. (DB)

Descriptors: Cognitive Processes; Elementary Secondary Education; *Handicap Identification; *Instructional Effectiveness; Instructional Materials; *Intervention; *Learning Disabilities; Learning Strategies; *Research Needs; State Surveys; Student Evaluation; Student Placement

Identifiers: Iowa

EJ120615 CG508797

The Longitudinal Effects of Early Identification and Counseling of Underachievers

Jackson, Robert M.; And Others

Journal of School Psychology, 13, 2, 119-128 Sum 1975

Language: ENGLISH

Journal Announcement: CIJE1975

Examined the effects of early identification and psychological services on underachievement through a follow-up study conducted six years later. One hundred and seventeen fourth-grade underachievers were divided into experimental and control groups. The experimental group received psychological services. Follow-up studies were made of them at high school graduation. (Author)

Descriptors: *Achievement; Elementary Secondary Education; *Identification; *Intervention; Longitudinal Studies; Motivation; Psychoeducational Methods; Research Projects; *Self Concept; *Underachievement

ED289333 EC201294

The Increase of Regular Teacher Participation during Multidisciplinary Team Meetings Using the School Psychologist as Facilitator.

Koch, Larry

Dec 1986

58p.; Ed.D. Practicum, Nova. University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)

Geographic Source: U.S.; Florida

Journal Announcement: RIEMAY88

The goal of this project was to increase regular teacher attendance and active participation during multidisciplinary team (MDT) conferences held to ensure appropriate decisions regarding eligibility, placement, and programming of special needs students. The school psychologist, as a member of the team in the target school in Dade County, Florida, met with

each regular teacher to review the teacher's role in the MDT process and to share information regarding the referring problem, psychoeducational findings, perceived eligiblity and goals. In addition, the MDT agenda was reviewed and discussed in light of teacher contribution to the process. Observational data gathered from subsequent MDT meetings showed that the participating teachers then attended MDT meetings, verbalized assessment information, and verbalized recommendations more frequently. (Author/JDD)

Descriptors: *Conferences; Decision Making; *Disabilities; Elementary Secondary Education; *Interdisciplinary Approach; Intervention; *School Psychologists; Special Education; *Student Placement; *Teacher Participation; Teacher Role

EJ315426 EC172118

The Simmons College Generic Consulting Teacher Program: A Program Description and Data-Based Application.

Lew, Marvin; And Others

Teacher Education and Special Education, v5 n2 p11-16 Spr 1982

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)

Journal Announcement: CIJJUL85

The training program at Simmons College (Massachusetts) is competency-based and is organized around five instructional modules. Learner change data are reported from a single class of 18 trainees followed through their first and second years, showing increased skill acquisition and time spent in the regular classroom. (CL)

Descriptors: Case Studies; Consultants; *Disabilities; Higher Education; *Models; *Preservice Teacher Education; Resource Teachers; Special Education Teachers

Identifiers: *Simmons College MA

EJ366041 EC201631

Redefining the Applied Research Agenda: Cooperative Learning, Prereferral, Teacher Consultation, and Peer-Mediated Interventions.

Lloyd, John Wills; And Others

Journal of Learning Disabilities, v21 n1 p43-52 Jan 1988

For related documents, see EC 201 625-630.

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)

Journal Announcement: CIJJUN88

Recent literature on four intervention approaches--cooperative learning, prereferral teams, consulting teachers, and peer tutoring--recommended for accommodating atypical learners in general education settings is reviewed. It is concluded that the research to date does not justify reducing special education services. (Author/DB)

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Descriptors: Classroom Techniques; Consultation Programs; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mild Disabilities; Peer Teaching; Referral; *Remedial Instruction; Tutoring
Identifiers: Special Education Regular Education Relationship

EJ316955 EC172397
Commentary on "A Rationale for the Merger of Special and Regular Education" or, Is It Now Time for the Lamb to Lie Down With the Lion?
Messinger, John F.
Exceptional Children, v51 n6 p510-12 Apr 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJAUG85
The author responds to a previous article calling for the merger of special and regular education by emphasizing the need for more quality preservice teacher education programs. (CL)
Descriptors: *Disabilities; *Educational Philosophy; Elementary Secondary Education; *Special Education

EJ194108 EC112226
An Evaluation of the Teacher Consultant Model as an Approach to Mainstreaming.
Miller, Ted L.; Sabatino, David A.
Exceptional Children, v45 n2 p86-91 Oct 1978
Language: ENGLISH
Journal Announcement: CIJMAY79
The effect of two special education resource models (teacher consultant model and resource room model) on student achievement and on teacher and student behavior was contrasted, using 480 learning disabled and educable mentally handicapped children (mean age of eight years and four months). (BD)
Descriptors: Academic Achievement; Elementary Education; Exceptional Child Research; *Learning Disabilities; *Mainstreaming; Mental Retardation; *Mild Mental Retardation; Models; Program Effectiveness; *Resource Room Programs

EJ359268 EA521481
What Administrators Need to Know About Systems that Limit or Avoid Special Education Referrals.
Nevin, Ann; Thousand, Jacqueline
Planning and Changing, v17 n4 p195-208 Win 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJJAN88
Target Audience: Administrators; Practitioners
Based on an extensive literature search, this paper

identifies key actions school administrators may take regarding systems that limit or avoid student referrals for special education services. Findings indicate that referrals may be limited by early intervention strategies and overall improvement of the mainstream educational system. Includes 93 references. (MLH)

Descriptors: *Disabilities; Elementary Secondary Education; *Intervention; *Learning Disabilities; Mainstreaming; Parent Participation; *Referral; *Special Education; *Student Placement; Transitional Programs; Tutors

EJ349254 EC191638

What the Research Says about Limiting or Avoiding Referrals to Special Education.

Nevin, Ann; Thousand, Jacqueline

Teacher Education and Special Education, v9 n4 p149-61 Fall 1986

Available from: UMI

Language: English

Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)

Journal Announcement: CIJJUN87

The research review of practices for limiting or avoiding referrals of students for special education services identified promising practices, including curricular and ecological adaptations that strengthen the mainstream, teacher development and administrative strategies, and early intervention strategies. Research, training, and policy recommendations for closing the gap between research and practices are offered. (CB)

Descriptors: *Disabilities; Educational Policy; *Educational Practices; Elementary Education; *Intervention; *Mainstreaming; Prevention; *Referral; Research Needs; *Special Education; Teacher Education; Teacher Role; Teaching Methods

Identifiers: *Early Intervention; Promising Practices

ED271918 EC190226

Avoiding or Limiting Special Education Referrals: Changes and Challenges.

Nevin, Ann

26 May 1986

26p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (110th, Denver, CO, May 25-29, 1986).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); REVIEW LITERATURE (070)

Geographic Source: U.S.; Vermont

Journal Announcement: RIEDEC86

The major hypothesis of the paper is that as mainstream education broadens its tolerance for individual differences and as mainstream educators gain in the skill and knowledge to

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individualize instruction, few if any students need to be referred for services delivered outside the general education system. The paper organizes reports from "state of the art" research and practice according to underlying methods and practices which strengthen the mainstream: adaptations of curricula and classroom management systems; teacher development (e.g., inservice training) and administrative management strategies; and early interventions. Recommendations for policy, training and research are proposed, including models to integrate training of regular and special educators. The paper concludes that a creative reformation of schools in general is needed. A 15-page list of references concludes the document. (Author/CL)

Descriptors: *Classroom Techniques; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; *Referral; *Special Education; Teaching Methods

ED037841 EC004950

Multi-Sensory Approach to Reading Disabilities.

Patterson, Natalie E., Comp.

Fayette County Public Schools, Lexington, Ky.

1968

25p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG70

Educational diagnostic methods were used to screen children evidencing minimal brain damage, dyslexia, or emotional problems. Of 750 children, 15% had such difficulties; they received a highly structured language arts program in homogeneous transition groups while remaining in their usual homeroom. In addition, they participated in motor training and a rhythm and patterning program. Academic gains resulted in various areas; reading ages increased an average of 1.7. Appendixes, comprising about two-thirds of the document, provide the referral form and an explanation of it along with descriptions of methods and materials used in the three programs. (JD)

Descriptors: Dyslexia; Emotional Problems; *Exceptional Child Research; *Identification; Instructional Materials; *Intervention; Language Arts; *Learning Disabilities; Minimal Brain Dysfunction; Motor Development; Referral; *Remedial Programs; *Remedial Reading; Resource Teachers; Teaching Methods

ED139155 EC100730

Formulating Intervention Strategies to Maintain the Mildly Handicapped Student in the Regular Classroom.

Pollock, Nancy; Taylor Marjane

Apr 1977

22p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (55th, Atlanta, Georgia, April 11-15, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEOCT77
Provided in three sections is a presentation on providing services to identify, assess, and develop intervention strategies for mildly handicaped students in the regular classroom. Section I provides a definition of an educational strategist, and background information on the referral system and program in Iowa. Covered in Section II are the people a diagnostician may want to talk to when processing a referral, the information gathering process, areas to consider when analyzing a student's difficulties, and suggestions (such as prompting, grouping within the classroom, and taping reading assignments and tests) requiring minimal modification of the standard classroom program. A third section contains two brief case studies. A sample pre-referral screening data sheet is appended. (SBH)
Descriptors: *Educational Diagnosis; Elementary Secondary Education; *Handicapped Children; *Identification; *Intervention; *Mainstreaming; Mild Disabilities; *Referral; Teaching Methods
Identifiers: *Mildly Handicapped

EJ347218 EC191299
Developing a Consulting Program in Special Education: Implementation and Interventions.
Reisberg, Lenny; Wolf, Ronald
Focus on Exceptional Children, v19 n3 p1-14 Nov 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); POSITION PAPER (120)
Journal Announcement: CIJMAY87
The article presents a five-step model for implementing a consulting teacher model and effective interventions for mildly handicapped students in regular education settings. Interventions include principles of effective teaching, mastery learning, peer and cross-age tutoring, cooperative learning groups, and instruction in metacognitive learning strategies. (DB)
Descriptors: *Consultants; Cooperation; Elementary Secondary Education; *Instructional Effectiveness; *Intervention; *Mainstreaming; Mastery Learning; Metacognition; *Mild Disabilities; Models; *Program Development; Resource Teachers

EJ364842 EC201525
Minority MMR Overrepresentation and Special Education Reform.
Reschly, Daniel J.
Exceptional Children, v54 n4 p316-23 Jan 1988
For related documents, see EC 201 522-526.
Available from: UMI
Language: English

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DIALOG File 1: ERIC - 66-89/SEP.

Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAY88
Recommendations from "Placing Children in Special Education" are reviewed, focusing on: (1) inaccurate interpretation of overrepresentation of minority mildly mentally retarded students, (2) use of prereferral interventions, (3) cross-categorical programing, (4) application of an outcomes criterion, and (5) expansion of regular education options for mildly handicapped students. (Author/JDD)
Descriptors: *Educational Change; Elementary Secondary Education; Intervention; Mainstreaming; *Mild Mental Retardation; *Minority Group Children; Outcomes of Education; Referral; *Special Education; *Student Placement
Identifiers: Cross Classification Approaches; *Placing Children in Special Education (NAS)

EJ316795 EC172137
Wasting Teacher Time.
Richards, Regina G.
Academic Therapy, v20 n4 p411-18 Mar 1985
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Journal Announcement: CIJAUG85
Target Audience: Practitioners
Significant visual and visual-perceptual problems must be identified in the early school years to save unnecessary stress, frustration, and anxiety. Classroom diagnosis using formal and informal measures can lead to referral to developmental or functional optometrists. (CL)
Descriptors: Educational Diagnosis; Elementary Education; Intervention; *Learning Disabilities; Referral; *Visual Learning; *Visual Perception

EJ313069 TM510359
Classroom Context and Teachers' Perceptions of Problem Behaviors.
Safran, Stephen P.; Safran, Joan S.
Journal of Educational Psychology, v77 n1 p20-28 Feb 1985
Research supported in part by a grant from the Ohio University Research Committee, Office of Research and Sponsored Programs.
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAY85
Seventy-four elementary school teachers rated five behavior problems portrayed in videotaped vignettes in terms of severity, manageability, tolerance, and contagion. Only contagion yielded significant differences (stronger within the disruptive context), suggesting that teachers held the target child responsible for the classroom disorder. Implications for mainstreaming are discussed. (Author/BS)
Descriptors: Behavior Disorders; *Behavior Problems;

Behavior Rating Scales; Classroom Techniques; Elementary Education; Mainstreaming; *Student Behavior; *Teacher Attitudes; Videotape Recordings
Identifiers: *Disruptive Behavior; *Tolerance

EJ333159 EC182190
An Analysis of Teachers' Prereferral Interventions for Students Exhibiting Behavioral Problems.
Sevcik, Bonita M.; Ysseldyke, James E.
Behavioral Disorders, v11 n2 p109-17 Feb 1986
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL86
Results of two studies are reported in which regular classroom teachers' prereferral interventions for students with behavior problems were examined. Results indicated that teachers both proposed and actually used interventions that involved teacher-directed actions. Yet, the specific nature and actual effectiveness of the interventions are questionable. (Author/CL)
Descriptors: *Behavior Problems; *Intervention; Mainstreaming; *Teacher Role

EJ308449 EC170958
A Rationale for the Merger of Special and Regular Education.
Stainback, William; Stainback, Susan
Exceptional Children, v51 n2 p102-11 Oct 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Journal Announcement: CIJMAR85
The article provides a rationale for the merger of special and regular education into one unified system structured to meet the unique needs of all students. Two major premises (lack of need and inefficiency of operating a dual system) are discussed, and some possible implications of merger are considered. (Author/CL)
Descriptors: Classification; Curriculum; *Disabilities; *Educational Policy; Elementary Secondary Education; *Special Education

EJ306353 CG527141
Teachers' Perceptions of Criteria for Identifying Learning Disabled Students.
Thurlow, Martha L.; And Others
Psychology in the Schools, v21 n3 p349-55 Jul 1984
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB85
Asked 118 teachers of learning disabled (LD) students to
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describe their school districts' criteria for identifying LD students and indicate their agreement or disagreement with the criteria. Reported criteria were characterized by variability, even within states, as were the teachers' state agreement or disagreement with them. (Author/JAC)
Descriptors: Congruence (Psychology); *Educational Diagnosis ; Elementary Secondary Education; *Evaluation Criteria; *Learning Disabilities; *Special Education Teachers; State Standards; Student Evaluation; *Teacher Attitudes

EJ261144 CG522337
Instructional Planning: Information Collected by School Psychologists versus Information Considered Useful by Teachers.
Thurlow, Martha L.; Ysseldyke, James E.
Journal of School Psychology, v20 n1 p3-10 Spr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJAUG82
A limited national sample of 49 school psychologists and 30 regular education teachers provided information on assessment procedures for the purpose of instructional planning. Results showed some indications of agreement between school psychologists and teachers, but also several inconsistencies in the views of the two groups. (Author/RC)
Descriptors: Comparative Analysis; Data Collection; *Educational Assessment; Elementary Education; *Elementary School Teachers; *Evaluation Methods; *Instructional Development; National Surveys; *School Psychologists; Standardized Tests

ED244439 EC162452
Referral Research: An Integrative Summary of Findings.
Thurlow, Martha L.; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Sep 1983
63p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-80-0622
Report No.: IRLD-RR-141
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEOCT84
Six years of research on issues in assessment and identification of learning disabilities are summarized. The focus of the summary is on referral processes. The first chapter highlights major findings on questions of how many students are referred, student characteristics, reasons for referral, and the nature of the referral process (pre-referral interventions, alternative referral systems). Chapter 2

examines implications for practice, including the need for specified reasons for referral and for training teachers in pre-referral intervention and viewing behavior within its context. Chapter 3 summarizes research on the numbers and types of students referred, and notes that student sex and teachers' tolerance of certain behaviors have impact on referral decisions. Six specific questions are addressed in a chapter on why teahers refer students for psychoeducational evaluation. Questions touch on such issues as institutional constraints and external pressures, characteristics of referring teachers, and changes students must make to remain in the mainstream setting. Research on the referral process itself reviews procedures in existence and notes such alternatives as the use of local norms and of specific interventions within the class before the student is evaluated. A final chapter summarizes the data sources and research procedures used in the studies, including surveys of special education directors, longitudinal studies of decisionmaking, case study investigation, instructional time observations, and comparative studies of referral and pre-referral procedures. (CL)

Descriptors: *Decision Making; Elementary Secondary Education; *Intervention; *Learning Disabilities; *Referral; Research Methodology; Special Education; *Student Evaluation; *Student Placement

ED197517 EC131719

Instructional Planning: Information Collected by School Psychologists vs. Information Considered Useful by Teachers.

Thurlow, Martha L.; Ysseldyke, James E.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Jun 1980

33p.; For related documents, see EC 131 709-720.

Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Contract No.: 300-77-0491

Report No.: IRLD-RR-30

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEJUN81

A nationwide sample of 49 school psychologists and 30 regular education teachers provided information on assessment for the purpose of instructional planning. School psychologists listed the types of information they collected for this purpose and teachers listed the types of information they considered useful. While some indications of agreement were found between school psychologists and teachers, there were also several inconsistencies in the views of the two groups regarding assessment procedures for instructional planning. School psychologists not only favored standardized tests, but also agreed to a considerable extent on the

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specific tests to be used. Teachers, on the other hand, did not agree as highly on specific tests. (Author/CL)
Descriptors: *Disabilities; Elementary Secondary Education; *Evaluation Methods; Exceptional Child Research; *School Psychologists; Student Evaluation; *Teachers

ED221980 EC150047
Project Referral, Evaluation, and Placement Training, 1980-1981, Title VI-D. Final Evaluation Report. and System Design Requirements for the Child Assistance Program for the Division of Special Education, New York City Board of Education.
Tobias, Robert; And Others
Management Analysis Center, Inc., Washington, D.C.; New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
1 Mar 1982
227p.
Report No.: NYC-OEE-5001-62-16601
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAR83
The final evaluation report examines the effectiveness of Project Referral, Evaluation, and Placement Training, a New York City program to improve the delivery of services to handicapped children. The program consisted of three components: (1) the computerized Management Information System, (2) the Nondiscriminatory Assessment Component, and (3) the Committees on the Handicapped (COH) and School Based Support Teams (SBST) training component. Evaluation of the Management Information System indicated a 100 percent concordance between the data reporting needs of the Division of Special Education and the output reports generated by the system. Evaluation of the Nondiscriminatory Assessment Component yielded the following findings: (1) the ethnic composition of referrals for evaluation was proportionate to that of the school population; (2) Blacks were highly overrepresented in public school programs for the emotionally handicapped (EH) and moderately overrepresented in programs for educable mentally retarded (EMR); (3) Hispanics and Blacks were highly underrepresented in publicly funded private school programs for the EH and EMR; and (4) differential representation in public and private school placements accounted for nearly all of the ethnic disparity in EH placements and much of the disparity in EMR placements. Evaluation of the COH and SBST training component showed that staff had developed the manuals, forms, and procedures for the school based model and had trained SBST personnel in three pilot districts. Five workshops for evaluation personnel were held and evaluated favorably by the participants. Among recommendations of the report are that the ethnic disparity in private and public school special education programs be reduced, that the Resource Room Program be expanded, and that bilingual staff be hired for resource rooms in districts with

underrepresentation of Hispanic students. Also included is an earlier report on the system design requirements for the management system with details on the data required and the types of reports to be generated. (DB)

Descriptors: Blacks; *Computer Managed Instruction; Delivery Systems; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Ethnic Discrimination; Ethnic Groups Hispanic Americans; Inservice Education; Mild Mental Retardation; *Private Schools; Program Evaluation; Special Education; *Student Evaluation; *Student Placement

Identifiers: New York (New York); *Nondiscriminatory Assessment

ED236864 EC160885

Non Test-Based Assessment: Trainer Manual

Tucker, James A.

Minnesota Univ., Minneapolis. National School Psychology Inservice Training Network.

1981

497p.; For related documents, see EC 160 883-884.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Grant No.: G00784657

Available from: National School Psychology Inservice Training Network, Psychology in the School Program, N532 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($72.00).

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEAPR84

Target Audience: Counselors; Practitioners

The manual presents information for school psychologists on non-test-based assessment for children with suspected handicapping conditions. The information is provided in a workshop format, with instructions for presenters (objectives, content outlines, and lesson plans). It is explained that non-test-based assessment is meant to complement standardized norm-referenced methods. Each of four units includes a user's guide, script for the presenter, transparencies to be used in the session, workbook activities, and a resource guide. The first unit presents an introduction and overview to non-test-based assessment, including information on variables producing assessment errors and common categories of a comprehensive individual assessment. The second unit focuses on observation based assessment with attention on data collection and behavior measurement. Interview based assesssment is the topic of the third unit which considers, among other subjects, interviewing skills, components of effective interviews, and analysis of interview data. The final type of assessment data discussed is curriculum based assessment. Among areas covered are its applications to reading and mathematics. (CL)

Descriptors: Curriculum; *Disabilities; Elementary Secondary

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Education; *Informal Assessment; *Interviews; *School Psychologists; *Student Evaluation; Workshops

ED236862 EC160883
Sequential Stages of the Appraisal Process: A Training Module.
Tucker, James A.
1981
341p.; For related documents, see EC 160 884-885.
Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Grant No.: G00784697
Available from: National School Psychology Inservice Training Network, Psychology in the School Program, N532 Elliott Hall, 75 E. River Rd., Minneapolis, MN 55455 ($72.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEACHING GUIDE (052)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEAPR84
Target Audience: Counselors; Practitioners
This training module includes a trainer's manual and a participant's manual designed for school psychologists and concerned with the appraisal process for students with suspected handicapping conditions. The instructor's guide presents a script for covering seven major steps in the appraisal process (sample subtopics in parentheses): (1) pre referral phase (defining referral problems, collecting anecdotal data); (2) referral/screening phase (evaluating resources to assist in referral problem solving, designing classroom alternatives for identified problems); (3) pre-assessment phase (developing key assessment questions); (4)comprehensive individual assessment phase (assessing severely/multihandicapped persons, and assessing infants and preschoolers); (5) assessment report phase (integrating data into a comprehensive report); (6) educational planning phase (relating as a team member in the decision making process); and (7) educational intervention phase (understanding the concept of least restrictive environment. Transparency masters, worksheets, and resource guides for each of the seven phases are included. This module is one of three training modules designed for the National School Psychology Inservice Training Network. It is intended to be presented prior to the related modules on "Nonbiased Assessment" and "Non-Test-Based Assessment," as this module integrates and links together the content of the other two modules. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Evaluation Methods; Handicap Identification; Interdisciplinary Approach; Intervention; Referral; *School Psychologists; Screening Tests; *Student Evaluation; Teamwork; Workshops

ED300977 EC211272
Bilingual and Special Education: Procedural Manual for Program Administrators. Crosscultural Special Education Series, Volume 1.

Vasquez-Chairez, Maria
California State Dept. of Education, Sacramento. Div. of Special Education.
Apr 1988
69p.; The document was produced by Resources in Special Education. For volumes 2 and 3 of this series, see EC 211 273-274.
Available from: Resources in Special Education, 650 University Ave., Room 201, Sacramento, CA 05825 ($10.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIEAPR89
Government: State
Target Audience: Administrators; Practitioners
This handbook clarifies how to meet legal requirements when the same student population qualifies for both bilingual and special education programs. Legal streamlining of existing California-mandated requirements for bilingual and special education is emphasized. The handbook begins with a discussion of the difficulties encountered when providing educational services to pupils with limited English proficiency who demonstrate academic deficiencies, and outlines procedures for distinguishing between a true disability and a language difference. Types of bilingualism and their effect on school achievement are examined. The use of the Student Study Team is suggested in the student referral process; such teams combine regular education teachers and specialists working together to develop an intervention plan emphasizing parent and student involvement. A detailed comparison of bilingual and special education law is presented. Specific legal requirements of California bilingual laws and special education laws are paralleled to assist in efficiently implementing the legislation. The handbook then presents administrative steps that combine two separate laws into one single procedure from the point of referral to placement. Appendices discuss: (1) methods for ascertaining legal compliance, and (2) sunset program provisions for five California special education and bilingual education programs. (JDD)
Descriptors: Bilingual Education; *Compliance (Legal); *Disabilities; Educational Administration; Elementary Secondary Education; Eligibility; *Handicap Identification; Intervention; Legal Problems; Legal Responsibility; *Limited English Speaking; Referral; *Special Education; State Legislation; State Programs; *Student Placement
Identifiers: *California

ED292278 EC202061
Educating Children with Special Needs in Regular Classrooms: An Australian Perspective.
Ward, James, Ed.; And Others
Macquarie Univ., North Ryde (Australia).
1987

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DIALOG
INFORMATION SERVICES, INC

DIALOG File 1: ERIC - 66-89/SEP.

234p.; Developed at the Special Education Centre.
Report No.: ISBN-0-85837-598-2
Available from: Macquarie University, Special Education Centre, Sydney, New South Wales 2109, Australia ($22.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: COLLECTION (020); NON-CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
Geographic Source: Australia; New South Wales
Journal Announcement: RIEAUG88
Target Audience: Practitioners
This set of papers deals with the integration and maintenance of disabled children in regular Australian classrooms and the mounting pressure on teachers to provide effective instruction for an increasingly broad range of ability groups. Part I is concerned with theoretical issues and research on the integration of children with special learning needs. It begins with a discussion of the classification and labeling of children and an historical overview of Australian integration. Following chapters address: theoretical and practical aspects of early intervention, problems associated with finding suitable placement for children experiencing early learning difficulties, and the impact of teachers influence on the placement and education of high-risk children in regular classrooms. Part II addresses curriculum and management issues, with papers that demonstrate the value of a structured teaching program by incorporating precise definition of teaching objectives and a mastery-learning procedure. The papers review research in the area of reading; describe methods for teaching spelling, handwriting, and basic mathematics; outline computer applications; provide guidelines for managing inappropriate behavior; document correspondence between a first-year resource teacher and her former lecturer on selection of a reading model for a primary school; and discuss preparation of older children for the post-school period. (JDD)
Descriptors: Behavior Modification; Classification; Classroom Techniques; Computer Assisted Instruction; Curriculum; *Disabilities; Educational History; Educational Objectives; Elementary Secondary Education; Foreign Countries Handicap Identification; Handwriting; *Heterogeneous Grouping Instructional Effectiveness; Intervention; Labeling (of Persons); *Mainstreaming; Mastery Learning; Mathematics Instruction; Reading Instruction; Resource Room Programs; *Special Education; Spelling Instruction; *Student Placement; Teacher Influence; *Teaching Methods; Transitional Programs; Writing Instruction
Identifiers: *Australia; Early Intervention

ED037851 EC005185
Evaluation: Program for Pupil Adjustment.
Wignall, Clifton M.
Kansas City School District, Mo.
May 1969
80p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG70
Three interdisciplinary centers administered an adjustment program for students with learning and behavior problems. Children referred were given development, visual perceptual, and diagnostic reading tests; were evaluated by medical and other specialists; and were placed in a diagnostic classroom for 2 weeks. Those judged to have gross educational deficits were placed in a 9-week program for general remediation or in 4 weekly class periods for reading. Other methods of intervention were also utilized. Over a 12-month period, 318 students received service from referral to treatment and evaluation; a success rate of 83% for treatable pupils resulted, with the greatest success where the means of intervention offered greatest control. Principals indicated favorable opinions. (JD)
Descriptors: Ancillary Services; Behavior Change; *Behavior Problems; Clinical Diagnosis; Diagnostic Teaching; Educational Innovation; *Exceptional Child Services; Interdisciplinary Approach; *Intervention; *Learning Problems; Medical Evaluation; Program Administration; Program Evaluation; Psychoeducational Clinics; Referral; Remedial Programs; Remedial Reading; Social Adjustment; *Student Adjustment
Identifiers: Elementary Secondary Education Act Title III

EJ289945 EC160630
A Logical and Empirical Analysis of Current Practice in Classifying Students as Handicapped.
Ysseldyke, James; And Others
Exceptional Children, v50 n2 p160-66 Oct 1983
Available from: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJMAR84
In Study 1, 85 percent of 248 third-, fifth-, and twelfth-grade students identified as normal could have been classified learning disabled (LD). In Study 2, 88 percent of a low achieving fourth grade sample could have been identified as LD, with 4 percent not meeting any criteria for classification. (Author/CL)
Descriptors: *Classification; *Criteria; Definitions; Elementary Secondary Education; *Handicap Identification; *Learning Disabilities

ED236840 EC160858
Practical Implications of Research on Referral and Opportunity to Learn. Monograph No. 22.
Ysseldyke, James; And Others
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

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DIALOG File 1: ERIC - 66-89/SEP.

Jul 1983
51p.
Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.
Contract No.: 300-80-0622
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIEAPR84
Target Audience: Practitioners
The paper summarizes findings from four studies on the referral process for students with academic and social/behavioral problems and several observational investigations on students' academic responding time. Research on referral addresses such aspects as reasons for referral, causes ascribed for difficulties, pre-referral classroom intervention, teachers' desired outcomes, and effects of institutional constraints and external pressures. Studies of academic responding time examined differences between students in regular and learning disabilities classrooms, with consideration of seven major topics including differences as a function of teacher-perceived academic and behavioral competence and students' reading group placement. The report recommends that classroom intervention be undertaken prior to a comprehensive psychoeducational evaluation of the student and following a teacher's referral. Interventions, it is suggested, should be based on classroom ecological variables. A response by a school psychologist concurs with the need for classroom intervention and suggests that psychologists work individuallly with children and teachers to develop a solution to the problem. (CL)
Descriptors: *Disabilities; Elementary Secondary Education; Intervention; Learning Disabilities; *Referral; School Psychologists; *Time on Task

EJ288222 EC160156
Generalizations from Five Years of Research on Assessment and Decision Making: The University of Minnesota Institute.
Ysseldyke, James E.; And Others
Exceptional Education Quarterly, v4 n1 p75-93 Spr 1983
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Journal Announcement: CIJFEB84
The Minnesota Institute studied the assessment of LD (learning disability) children, including such topics as characteristics of referred children and of those found eligible for special education placement, methods of planning instructional interventions, evaluations of the extent to which children profited from instruction, and of effectiveness of specific programs. (Author/CL)
Descriptors: Elementary Secondary Education; *Evaluation Methods; *Learning Disabilities; *Program Effectiveness; *Student Evaluation
Identifiers: *University Minnesota Inst Learning

Disabilities

EJ282447 CG524409
An Analysis of Preferral Interventions.
Ysseldyke, James E.; And Others
Psychology in the Schools, v20 n2 p184-90 Apr 1983
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJOCT83
Examined the interventions used by 105 elementary classroom teachers before referring students for psychoeducational evaluation. Most interventions appeared to be teacher-directed actions, sometimes were influenced by consultation, and implemented for an unspecified time period with few measures of observed success or failure. Most teachers used combinations of interventions. (Author/JAC)
Descriptors: *Classroom Techniques; *Counselor Teacher Cooperation; Educational Diagnosis; Elementary Education; Elementary School Teachers; *Intervention; Psychoeducational Methods; *Referral; Special Education; *Student Placement

EJ270637 TM507443
Bias among Professionals Who Erroneously Declare Students Eligible for Special Services.
Ysseldyke, James E.; Algozzine, Bob
Journal of Experimental Education, v50 n4 p223-28 Sum 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJFEB83
The psychoeducational processes school diagnosticians use in decisions about students were studied. Bogus referral problem information for one of 16 "cases" was provided: assessment data indicated average performance. Fifty-two percent of the subjects recommended special education for the average child; these decisions were a function of referral information. (Author/CM)
Descriptors: *Bias; *Counselor Attitudes; *Educational Diagnosis; Elementary Education; Identification; Informal Assessment; Referral; *Special Education; *Student Evaluation

EJ259620 EC141591
Declaring Students Eligible for Learning Disability Services: Why Bother with the Data?
Ysseldyke, James E.; And Others
Learning Disability Quarterly, v5 n1 p37-44 Win 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Journal Announcement: CIJJUL82
Twenty videotapes of placement team meetings were analyzed
(cont. next page)

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relative to the kinds of data presented relative to making decisions about learning disability services. The relationship between the final decision and the amount of information presented was positive: greater likelihood of identification was evident at meetings in which more information was presented. (Author/SB)

Descriptors: *Decision Making; Elementary Education; *Eligibility; *Learning Disabilities; *Student Placement; *Teamwork; Videotape Recordings

EJ258022 EC140875

Diagnostic Classification Decisions as a Function of Referral Information.

Ysseldyke, James E.; Algozzine, Bob

Journal of Special Education, v15 n4 p429-35 Win 1981

Language: English

Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)

Journal Announcement: CIJJUN82

Educational decision makers (N=224) participated in a computer simulated decison making experience designed to ascertain the extent to which referral information biased classification decisions. Ss ignored standardized test information indicative of average performance and retained the stereotype created by the referral information. (Author)

Descriptors: *Classification; *Clinical Diagnosis; Decision Making; *Disabilities; Elementary Secondary Education; *Referral; Stereotypes; *Student Evaluation

ED284387 EC200204

An Ecological Investigation of Assessment and Decision Making for Handicapped Children Prior to School Entrance. Research Report #10. Early Childhood Assessment Project.

Ysseldyke, James E.; And Others

Minnesota Univ., Minneapolis.

Sep 1986

220p.; Portions of document contain small print. For other reports in this series, see EC 200 205-209.

Sponsoring Agency: Special Education Programs (ED/OSERS), Washington, DC.

Grant No.: G008400652

EDRS Price - MF01/PC09 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141); RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIEDEC87

This report documents a study which used naturalistic procedures and a case study approach to examine and describe four early childhood special education programs and their decision making processes. Data collection procedures included: observation of meetings, classroom activities, screening, and assessment procedures; interviews with various staff and administrative personnel; file searches; and parent surveys. Descriptions of each school program site include information on institutional characteristics, funding,

screening and referral processes and decisions, diagnosis, intervention procedures, placement, and exit and follow-up procedures. Findings indicate that "Program A" reflected a systematic approach featuring short-term, data-based intervention designed to meet the needs of a large urban population. "Program B" offered an interdisciplinary, comprehensive, well-planned screening and intervention program for pre-kindergarten youngsters. "Program C" used a sophisticated, data-based approach to decision making for screening, referral, diagnostic assessment, intervention, and exit featuring qualified personnel and dynamic leadership. "Program D" reflected adaptations involved in providing services in a rural area where the relatively low incidence of handicapping conditions makes services harder to obtain. References are included and appendices contain parent surveys, meeting summaries, evaluative instruments, and other forms and materials used by the four programs. (CB)

Descriptors: Case Studies; *Decision Making; *Disabilities; Early Childhood Education; *Educational Diagnosis; *Handicap Identification; Institutional Characteristics; Intervention; Program Descriptions; Referral; Regional Characteristics; *School Policy; Screening Tests; *Special Education; Student Evaluation; Student Placement

ED228824 EC151682

A Logical and Empirical Analysis of Current Practices in Classifying Students as Handicapped.

Ysseldyke, James E.; And Others

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Oct 1982

47p.

Sponsoring Agency: Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Contract No.: 300-80-0622

Report No.: IRLD-RR-92

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Minnesota

Journal Announcement: RIESEP83

Two studies were conducted to examine the extent to which the category "learning disabilities" (LD) meets the major criterion for classification systems, specifically that the category demonstrates at least one universal and one specific characteristic. Analyses were conducted on psychometric data for 248 students in regular 3rd, 5th, and 12th grade classes, and for 99 4th grade students (some of whom were low achievers and others classified as LD). Findings revealed that 85 percent of the regular class students (grades 3, 5, 12) and 88 percent of the low achievers (grade 4) could be classifed as LD. Further, 4 percent of the LD Ss did not meet any of the criteria for classification of LD. (AUthor/CL)

Descriptors: *Classification; *Definitions; Elementary

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Secondary Education; *Eligibility; *Learning Disabilities; *Student Characteristics; Underachievement

ED185765 EC123920
Proceedings of the Minnesota Roundtable Conference on Assessment of Learning Disabled Children.
Ysseldyke, James E., Ed.; Mirkin, Phyllis K., Ed.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Apr 1979
159p.; See also EC 123 901-925.
Sponsoring Agency: Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Contract No.: 300-77-0491
Report No.: IRLD-Mono-8
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); CONFERENCE PROCEEDINGS (021)
Geographic Source: U.S.; Minnesota
Journal Announcement: RIESEP80
Target Audience: Practitioners
Proceedings from the Minnesota Roundtable Conference on Assessment of Learning Disabled children include two major presentations reviewing research and reactions to those presentations from conference participants. J. Ysseldyke's presentation "Psychoeducational Assessment and Decision Making" reviews basic considerations underlying his research on the assessment-intervention process; describes some of the issues involved (such as definitional debates, use of tests for purposes other than those for which they were intended, and questions regarding the tests' technical adequacy); and outlines six areas of research (including computer simulation studies and ecological research on placement team decision making). Reactions to the paper are given by B. Keogh, L. Goodman, and R. Woodcock. Discussion highlights on the topic follow. In the second major presentation, "Behavioral Research Methodology as a Basis for the Formative Evaluation of Learning Disability Services," S. Deno outlines background factors and assumptions of a 3 year study on the effectiveness of teacher implemented systematic formative evaluation. T. Lovitt, P. Newcomer, and J. Jenkins provide reactions, with highlights of the discussion included. A summary of discussion comments concluding the conference is also provided. (CL)
Descriptors: *Decision Making; Elementary Secondary Education; Evaluation Methods; Intervention; *Learning Disabilities; *Program Evaluation; *Student Evaluation; Student Placement

ED231099 EC151974
The Teacher Support System: A Model for Referral, Intervention, Assessment and Placement Procedures for Regular and Special Education Students.
Monrovia Unified School District, CA.
May 1982

237p.
Sponsoring Agency: California State Dept. of Education, Sacramento. Div. of Special Education.
Grant No.: 19-64790-81-3293-7100
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; California
Journal Announcement: RIENOV83
Target Audience: Practitioners

A project was undertaken to develop a model for the referral, intervention, assessment, and appropriate placement of regular and special education students in one California school district. The district's existing system was rated according to effectiveness, supportiveness, efficiency, clarity, and flexibility. Results were used to develop the new model, which was pilot tested, revealing increases in efficiency, clarity, and flexibility. A final model, the Teacher Support System, was then introduced, which increased effectiveness by providing individual consultations and problem solving in child study team meetings. It was found that the effectiveness and supportiveness of the management system was rated according to the direct attention and assistance give to teachers requesting help; and that the effectiveness and supportiveness were dependent on such outside factors as the availability and quality of alternative classroom programs, resource personnel, and teacher training programs. Appended are two forms of the rating survey and the Teacher Support System Resource Guide which lists detailed procedures for referral, intervention, assessment, and placement. (CL)

Descriptors: *Disabilities; Elementary Secondary Education; Intervention; *Management Information Systems; *Models; Program Evaluation; Referral; Student Placement

DIALOG File 54: ECER/EXCEP CHILD - 66-89/AUG

EC061946
Identifying Learning Disabilities in the Classroom.
Chalfant, James C.; Foster, Georgiana E.
Slow Learning Child V21 N1 P3-5 Mar 1974; 1974-MAR 3P.
EDRS: NOT AVAILABLE

=A 3 Described for regular classroom teachers are guidelines for identifying children who might have specific learning disabilities. Learning disabilities are examined in terms of research reviews and manifestations such as performance below estimates of learning potential. Ways learning disabilities affect performance are seen to include difficulty with remembering, analyzing information (through auditory, visual, or haptic senses), and synthesizing information. Listed are observable classroom behaviors in the following areas (number of behaviors are in parentheses): attending behaviors (3), motor tasks (11), listening and language skills (7), reading and spelling (16), writing (11), and arithmetic (12). The teacher's role is seen to include recording specific behaviors, identifying problem areas, and developing alternatives for remediation; and, if necessary, referring the child for assessment and appropriate placement. (MC)

DESCRIPTORS: Exceptional Child Education; Learning Disabilities; Teachers; Identification; Guidelines; Children; Intervention; Referral; Student Placement;

EC152172
Special Educator's Consultation Handbook.
Idol-Maestas, Lorna
1983- 356P.
Aspen Systems Corporation, 1600 Research Blvd., Rockville, MD 20850 ($27.50).
EDRS: NOT AVAILABLE
REPORT NO.: ISBN-0-89443-926X
DOCUMENT TYPE: 010; 052;

Consultation, or any form of support provided to regular classroom teachers to help with academic and social behavior problems of mildly handicapped students, is the focus of the text. An introductory chapter establishes the need for consultation while the second reviews research on the efficacy of special services for mildly handicapped students, with attention paid to effects of labeling and placement in the least restrictiveenvironment. Consultation as an alternative service delivery approach is proposed, and five university training programs are described. The process of systematically transferring learned skills to regular classrooms for mainstreamed children is examined, with information given on mastery learning, data-based instruction, systematic structuring of learning environments, direct curricular instruction, and programming for behavior generalization. Examples of such consultation transfer projects designed and implemented by resource teachers are given for a variety of skill areas including

reading, handwriting, and spelling. The consultation approach is then considered in detail for application with academic problems in the regular class, data-based group reading, social behavior improvements, and teacher consultation with parents. A final chapter addresses consultation s contributions to inservice teacher education. (CL)

DESCRIPTORS: *Learning Disabilities; *Consultation Programs *Resource Teachers; *Mainstreaming; *Special Education; Elementary Secondary Education; Teacher Role; Special Classes Inservice Teacher Education; Reading Instruction; Interpersonal Competence; Parent Teacher Cooperation;

EC211479
Characteristics Necessary for Effective Rural Elementary Student Study Teams as a Pre-Referral Intervention Technique.
Kludt, Sandee L.
1988- 215P.
NOTE: University of the Pacific.
UMI, P.O. Box 1346, Ann Arbor, MI 48106 Order No. DA8818984.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 041; 143

No Abstract.

DESCRIPTORS: *Disabilities; *Referral; *Intervention; *Rural Education; Elementary Education; Teamwork; Decision Making; Interdisciplinary Approach; Student Placement

EC103412
The Struggle for Children's Rights: Critical Juncture for School Psychology.
Mercer, Jane R.
School Psychology Digest V6 N1 P4-19 Win 1977; 1977-WIN 16P.
EDRS: NOT AVAILABLE

=A 3 The author discusses historic and legal processes leading to some present dilemmas faced by school psychologists, such as traditional testing with its monocultural, monolingual, and conformist assumptions as opposed to the minority culture viewpoint; and placement of students in segregated programs as opposed to inclusion of children of all races and handicapping conditions in general education programs. School psychologists are seen as developing into prognostic and treatment specialists and advocates for children, rather than diagnosticians only. (IM)

DESCRIPTORS: Exceptional Child Services; *Disabilities; Early Childhood Education; Elementary Secondary Education; *School Psychologists; Legislation; Student Placement; Testing

(cont. next page)

DIALOG File 54: ECER/EXCEP CHILD - 66-89/AUG

; *Test Bias; Culture Fair Tests; Identification; Intervention
; *Civil Rights;

EC130340
Evolving Practices in Assessment and Intervention for Mildly Handicapped Adolescents: The Case for Intensive Instruction.
Meyen, Edward L.; Lehr, Donna H.
Exceptional Education Quarterly: Special Issue on Special Education for Adolescents and Young Adults v1 n2 p19-26 Aug 1980; 1980-Aug 8P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 050; 080;

The article places in perspective the evolution of curriculum or instructional programs for the mildly handicapped adolescent, identifies several major influences on current practices, and examines the assumptions underlying assessment and intervention in the context of intensive instruction. Seven instructional options worth exploring are presented. (DLS)

DESCRIPTORS: *Mild Disabilities; *Adolescents; Student Placement; Intervention; *Educational Diagnosis; *Handicap Identification; *Educational Therapy; *Curriculum Development;

EC201525
Minority MMR Overrepresentation and Special Education Reform.
Reschly, Daniel J.
Exceptional Children v54 n4 p316-23 Jan 1988; 1988-Jan 8P.
NOTE: For related documents, see EC 201 522-526.
UMI
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 120

Recommendations from ""Placing Children in Special Education'' are reviewed, focusing on: (1) inaccurate interpretation of overrepresentation of minority mildly mentally retarded students, (2) use of prereferral interventions, (3) cross categorical programing, (4) application of an outcomes criterion, and (5) expansion of regular education options for mildly handicapped students. (Author/JDD)

DESCRIPTORS: *Mild Mental Retardation; *Special Education; *Educational Change; *Student Placement; *Minority Group Children; Intervention; Outcomes of Education; Mainstreaming; Elementary Secondary Education; Referral
IDENTIFIERS: *Placing Children in Special Education (NAS); Cross Classification Approaches

EC110154
Effects of a School Consultation Program Upon Referral Patterns of Teachers.
Ritter, David R.
Psychology in the Schools V15 N2 P239-243 Apr 1978; 1978-AP 5P.
EDRS: NOT AVAILABLE

*A 3 The effects on teacher referral patterns of an elementary school consultation program, in which teacher and consultant collaborated to improve the school functioning of children with learning or behavioral problems, was reviewed over a 7 year period. Among the findings was that the provision of consultation services resulted in a pattern of decreasing referrals over time, suggesting that the consultation process had the side benefit of helping teachers develop their own skills in coping with students' difficulties. (Author/DLS)

DESCRIPTORS: *Learning Problems; *Behavior Problems; Emotional Disturbances; *Learning Disabilities; Elementary Education; *Consultants; *Consultation Programs; Teachers; *Referral;

EC051529
Special Education and the Culturally Different Child: Implications for Assessment and Intervention.
Sabatino, David A. and Others
Exceptional Children V39 N7 P563-7 Apr 73; 1973-APR 5P.
EDRS: NOT AVAILABLE

*A 3 Implications regarding assessment and intervention procedures appropriate for culturally different children are drawn from data on the special class placement of minority group children and data on the difficulties of testing children whose native language is not English. Data on English, Spanish, and Navajo speaking elementary school children, who were monolingual upon school entrance and who were later referred for possible special class placement, showed that the central information processing variables which involved knowledge of linguistic rules of English distinguished between the native English speaking children and others. Noted are testing problems which may result even when test items are translated into the child's native language or when nonverbal tests are administered. It is recommended that bilingual students be recruited to improve psychoeducational assessment, instructional, and behavioral management skills with linguistically different children, and that parents be involved in special education placement procedures. Examined are three preventive educational strategies, all of which involve exposing children with limited English speaking ability to fluent English speakers. (GW)

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DIALOG
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DIALOG File 54: ECER/EXCEP CHILD - 66-89/AUG

DESCRIPTORS: Exceptional Child Education; Disadvantaged Youth; Disadvantaged; Educational Diagnosis; Classification; Testing; Intervention; Second Language Learning; Language Instruction; Student Placement;

EC111025
Consultant Cues and Teacher Verbalizations, Judgments, and Expectancies Concerning Children's Adjustment Problems.
Tombari, Martin L.; Bergan, John R.
Journal of School Psychology V16 N3 P212-219 Fal 1978; 1978-FAL 8P.
EDRS: NOT AVAILABLE

=A 3 In a study involving 60 college seniors, teacher verbalizations about children's classroom problems were examined as a function of medical-model or behavioral-model cues. Medical-model or behavioral-model cues elicited descriptions of problem behavior congruent with their respective assumptions about human behavior. In addition, medical-model cues elicited more pessimistic expectancies about an instructor's ability to solve classroom problem behavior in the classroom setting than did behavioral cues. (Author/CL)

DESCRIPTORS: Exceptional Child Research; Emotional Disturbances; *Behavior Problems; Cues; *Classroom Techniques *Models; Conceptual Schemes; *Adjustment (to Environment); *Teacher Attitudes;

EC122857 ED181694
Implementing Criterion-Referenced Referral and Placement of Special Education Students in Fifteen School Districts Through Development and Application of an Administrative System.
Turnbough, Theodore A.
Nova Univ., Fort Lauderdale, Fla.
1979-Apr 137P.
NOTE: Individual Practicum Report, Nova University
DOCUMENT TYPE: 141; 040;
GEOGRAPHIC SOURCE: U.S.; Florida

The report, over one third of which consists of various letters and forms, describes a project which developed and implemented a criterion referenced referral and placement system for handicapped children in 15 rural Georgia school districts. An administrator's guide describing the procedures for referral and placement of handicapped children as mandated by the Education for All Handicaped Children Act (P.L. 94-142) was developed and reviewed at staff development sessions with 124 school district administrators, whose schools also received technical assistance from the staff of the Chattahoochee-Flint Cooperative Educational Service Agency. A total of 2,504 handicapped children in 137 special education classes were involved in the project. An internal and external evaluation showed that the number of inappropriately placed students

was reduced from 18% to 4.4% as a result of the project. The procedure developed was shown to insure proper referral and placement of handicapped students with adherence to due process and procedural safeguards as documented in individual students' records. (Author/DLS)

DESCRIPTORS: Elementary Secondary Education; Doctoral Dissertations; *Disabilities; *Administrator Guides; *Program Descriptions; *Student Placement; Federal Legislation; *Due Process; *Referral; Competency Based Education;
IDENTIFIERS: *Education For All Handicapped Children Act;

EC142060
Similarities and Differences between Low Achievers and Students Classified Learning Disabled.
Ysseldyke, James E. And Others
Journal of Special Education v16 n1 p73-85 Spr 1982; 1982-Spr 13P.
EDRS: NOT AVAILABLE
DOCUMENT TYPE: 080; 143;

The study compared 50 school identified learning disabled (LD) children with a group of 49 low achieving students (nonLD) not identified as LD. Both groups were administered a battery of psychoeducational tests and their performances were compared on all measures. While discriminant function analysis indicated 78.4% correct classification of the students, further analysis showed it would be impossible to discern classification on an individual basis. Analysis indicated considerable similarities between the groups; an average of 96% of the scores were within a common range, and the performances of LD and low achieving children on many subtests were identical. The findings support either of two major conflicting viewpoints: (1) that schools are failing to identify many students who are in fact LD or (2) that too many nonLD students are labeled LD. This investigation demonstrates that as many as 40% of students may be misclassified. The implications of these results with regard to identification and placement practices are discussed. (Author)

DESCRIPTORS: *Learning Disabilities; *Underachievement; *Student Characteristics; Elementary Education; Labeling (of Persons);